

THE FIRST DECADE

1897-1907

1 1909

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA.

GIFT OF

Bradley Polytechnic Institute

Class

Compliments of
BRADLEY POLYTECHNIC INSTITUTE
PEORIA, ILLINOIS

Please Acknowledge Receipt

Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

BRADLEY POLYTECHNIC
INSTITUTE

THE FIRST DECADE

1897—1907



PEORIA, ILLINOIS

LD 9501
P4 B7



To LYDIA BRADLEY
Founder of Bradley Polytechnic Institute
In Loving Remembrance

Table of Contents.

Introduction	7
Summary of the Tenth Year.....	9
Memorial Addresses:	
O. J. Bailey—Introductory Remarks	31
T. C. Burgess—Mrs. Bradley's Relations to the Institute.....	32
W. W. Hammond—The Development of the Bradley Estate.....	35
A. W. Small—Lydia Bradley, Her Character and Work.....	41
Tenth Founder's Day Addresses:	
E. O. Sisson—The First Years.....	48
W. W. Hammond—The Early Days of Planning.....	57
Helen Bartlett—The Later Years.....	65
Director's Tenth Convocation Statement.....	72
Historical Sketch:	
General Statement.....	85
Faculty of the School of Arts and Sciences (1907-8)	91
Curriculum.....	97
Administrative System.....	104
The Horological School	107
Student Activities	110
Biographical Sketches:	
Lydia Moss Bradley	119
William Rainey Harper.....	127
Edward O. Sisson.....	129
Theodore C. Burgess	132
Oliver J. Bailey.....	135
W. W. Hammond	136
Complete List of Trustees and Faculty (1897-1907).....	138
Convocation and Founder's Day Orators and Addresses	151
Public Lectures.....	153
College Graduates.....	157
Winners of the University of Chicago Scholarships	173
Academy Graduates.....	174
Winners of Institute Scholarships	178
Statistical Tables.....	179





BRADLEY POLYTECHNIC INSTITUTE.



Introduction

The following pages commemorate the first ten years in the life of Bradley Polytechnic Institute. How the tenth year should be celebrated was early considered by the Institute Faculty and Trustees. After discussion it was agreed that chief emphasis should be laid on the tenth Founder's Day and the tenth Convocation. How the plan was executed appears below. The work was placed in the hands of the following committees:

GENERAL COMMITTEE OF THE FACULTY

Charles A. Bennett, Chairman
Helen Bartlett Frederic L. Bishop
Clarence E. Comstock Allen T. Westlake
Charles T. Wyckoff

COMMITTEE ON FOUNDER'S DAY

Charles A. Bennett, Chairman
George C. Ashman Frederic L. Bishop

COMMITTEE ON CONVOCATION WEEK

Helen Bartlett, Chairman
Clinton S. VanDeusen Allen T. Westlake

PUBLICATION COMMITTEE

Charles T. Wyckoff, Chairman
Clarence E. Comstock Wales H. Packard
Theodore C. Burgess, Director, *Ex-Officio* Member
of all Committees.

As this work was about to be sent to press Mrs. Bradley began to suffer from what proved to be her final illness. This volume becomes therefore a memorial of her, as well as a record of the ten years during which her presence inspired the activities of the Institute.

Summary of the Tenth Year

The tenth year in the history of Bradley Polytechnic Institute opened with the registration of students and beginning of class work September twenty-fifth, 1906. The attendance was practically the same as the previous year, which reached the limit of the capacity of the building. The enrollment at Horology Hall was noticeably larger than at any time before during corresponding months. The registration at Bradley Hall showed a remarkable and welcome increase in the number of college students.

Founder's Day, October 8th, was the natural date for the public gathering, and for this event a most appropriate and satisfactory program was planned by the committees of the faculty having the matter in charge. The day was observed as a holiday but circumstances made it necessary to defer the program until Friday, October 12th.

Regular school exercises were continued on Friday during the forenoon and early afternoon. At 2:15 the student body marched into the auditorium. Almost every student, both from the Horological Department and Bradley Hall, was in attendance. There were also present friends of the Institute from the city, forming one of the most attractive audiences ever gathered on such an occasion. The Institute organist, Mr. John A. Johnson presided at the organ. The processional was formed as follows: the student body, the faculties of the school of Arts and Sciences and the Horological

School in full academic regalia, the trustees, the speakers of the day and Mrs. Bradley.

Mrs. Bradley's entrance was greeted with enthusiastic applause.

The printed program was as follows:

Processional—March Triomphale - - *Callerts*

Invocation—Rabbi Charles S. Levi, D.D.

Addresses—In Recognition of Mrs. Bradley's Ninetieth Birthday and the Tenth Year in the History of the Institute.

Mr. W. W. Hammond—Early Days of Planning

Dr. E. O. Sisson—The Opening of the Institute—
(To be read by the Director)

Miss Helen Bartlett—For the Faculty

Mr. Mark Cowell—One of the First Students

Professor Albion W. Small—For the Trustees

Recessional—Finale from the Fifth Symphony

- - - - - *Beethoven*

The admirable sketch of the events and circumstances which led to the founding of the Institute, given by Mr. Hammond, may be found in full elsewhere; also the history of the early years of Institute work by Professor Edward O. Sisson, formerly Director of the Institute but now connected with the University of Washington, read for him by Director T. C. Burgess.

Miss Helen Bartlett spoke most acceptably both as regards the material presented and the manner of delivery. Mr. Mark Cowell, one of the first students to enroll at Bradley, graduated in 1903 and has since

completed his college work at the University of Michigan. He spoke briefly of the Institute from the points of view of a student and alumnus.

Professor Albion W. Small of the University of Chicago represented the Trustees. His remarks were of a personal nature especially appropriate in a company made up of teachers, trustees, pupils, Mrs. Bradley, and friends of the Institute. It was a family gathering in which one might express his inmost thoughts. Dr. Small's address was extemporaneous and only a meager outline of his thought can be given here.

There is a tendency everywhere in society but especially noticeable among the young, to be ungrateful, to take for granted the benefits derived from others, to criticise rather than praise. Even where gratitude is felt, it is too often unspoken or deferred until such words are too late. Dr. Henson wittily expressed the thought when he said "An ounce of taffy is worth a pound of epitaphy." Mrs. Bradley is still with us and we should tell her in plain English how we feel toward her. The speaker then turned to Mrs. Bradley and in touching words told her of the love felt for her because of her great work in helping the cause of education and in teaching young men and women to think and act rightly. He referred to her as a noble illustration of the Biblical phrase "Not slothful in business, fervent in spirit, serving the Lord." The address occupied about twenty minutes.

At the close of these exercises announcement was

made of the gift by Mrs. Bradley of a Gymnasium to be erected during the next school year. This came as a complete surprise to all but three or four persons. There had always been the general expectation that the estate would at sometime provide this much needed building, if it could not be secured through outside gifts. The appropriateness of making this provision for Physical Culture at this Founder's Day exercises was first suggested in a conversation between Mr. Bailey and Director Burgess on Friday morning but it was not known whether Mrs. Bradley would feel able or willing to make this gift until a few moments before passing to the platform. The announcement was received with great enthusiasm.

After the program at Bradley Hall Mrs. Bradley opened her home on Moss Avenue for a general reception. This was the first event of its kind since the founding of the Institute and proved a great success. All members of the student body and faculty of the Institute and friends throughout the city were invited to this reception, which lasted from four to six. The invitation was generally accepted and her spacious home was thronged with guests during the entire time. The task of planning and conducting the reception was undertaken by committees of the faculty. Mrs. T. C. Burgess was asked to assist the general committee in planning, and numerous sub-committees were appointed. Most willing and effective work was done by the many who assisted. The house was made beautiful by an abundance of palms and cut flowers. An orchestra



MRS. BRADLEY'S HOME, An Interior.



furnished music. Student ushers conducted the guests to Mr. O. J. Bailey who presented them to Mrs. Bradley. Director Burgess then presented each to the second reception group, Mrs. Baggs, Mrs. Burgess, Mr. W. W. Hammond. Miss Bartlett, Mesdames Bennett, Packard, Bishop, and Pfeiffer assisted.

The occasion was one long to be remembered. Mrs. Bradley took great pleasure in greeting her friends and especially the students, many of whom thanked her most warmly for the newly promised gymnasium. In spite of her ninety years Mrs. Bradley was not wearied by the excitement or strain. The program and the reception could hardly have been better planned or executed, and the whole constituted by general agreement one of the most successful events ever held at Bradley.

Among the more important events of the year may be mentioned the annual athletic banquet (Nov. 27), lectures by Professor Paul, of the University of Illinois, on American writers, the Annual Spring Concert by the Institute Chorus and Orchestra (April 16), and the Athletic benefit play (May 10). An effort was made through the student tribunes in the council to enlist the aid of the students in bettering some features of school life. Frequent meetings of the heads of departments were held to discuss the future of the Institute. The immediate occasion of these meetings was Mrs. Bradley's gift of a gymnasium, already referred to, and the question of its location. This led naturally to the thought of possible future expansion and the other buildings that might be needed. Special lines of ex-

pansion suggested were a department of Music and Public Speaking, Trade courses in wood and metal, courses in Millinery and Dressmaking, the extension and enrichment of the courses for those who wish to become teachers of manual training and domestic economy, and the enlargement of the engineering group to four years. This would encourage young men who now leave in our third or fourth years for Engineering schools to remain here. The course of study was unified and made more logical in sequence, especially in the engineering group, by a careful revision. The question of fraternities was thoroughly discussed not only by the faculty but in a joint meeting with the parents. Members of the fraternities and sororities were heard by the faculty in their own behalf. The discussion resulted in restricting membership in these organizations for the future to the college.

The festivities of Convocation week opened (June 19th) with a play, given by members of the faculty in the Elizabethan style, to the seniors and invited guests. Parts of Shakespeare's Julius Caesar were used. The work of recasting the selection was largely done by Mr. Coffman. Miss Margaret McLaughlin prepared the prologue, which gave the key to the revised play, viz: that Brutus and Caesar met their death because they failed to obey their wives. Thursday morning the seniors presented their class play, written by members of the class, and entitled "The Conquest of Theodosia." This was followed by the planting of the ivy at the southeast corner of Bradley Hall.

In the afternoon the Alumni held their business meeting, and in the evening a banquet was served to about 300 guests, at the Creve Coeur Club House. Mrs. Bradley, though nearly ninety-one years of age, was present. Mr. O. J. Bailey, president of the Board of Trustees, called on Mr. Gerard T. Smith, superintendent of the city schools, for a word of greeting. Mr. Smith responded as follows:

Ladies and Gentlemen, Friends of Bradley Institute:

I am glad indeed to stand here as an individual and as a representative of the public schools to extend our greeting to Bradley Institute. I feel that we can congratulate Bradley Institute upon this her tenth birthday for every year, every day, every hour of her life these past ten years in which she has been giving her usefulness and strength and wealth of education and purpose to the city of Peoria. We congratulate Bradley Institute upon her sturdiness of character and look with expectation to her future. The city needs Bradley; every city needs a Bradley. To the city of Peoria she is a most valuable asset. We need in this city the kind of men and women that make Bradley—the instructors, the professors, whose usefulness and worth is felt throughout the city.

There is no blessing that seems to me greater than two years of college work right here in our midst unless it should be four years which may be the case sometime in the future. As a public school we need and appreciate the influence of Bradley and we do not

think of her as a competitive school but a sister institution, one which through her inspiration and richness in higher education is a constant aid to a realization of our educational ideals. And so we say, as public school people, long live Bradley, and we hope that her influence increasing from year to year, may become tenfold greater during the next decade.

In introducing Mr. John S. Stevens as the toastmaster of the evening, Mr. Bailey said:

Guests of Bradley Polytechnic Institute:—We bid you a hearty welcome here tonight. In these spacious rooms we can accommodate more people than could well be accommodated in our dining rooms at Bradley Hall but we hope that possibly on our next recurring anniversary, the eleventh, we may have upon the campus a room with sufficient space in which to accommodate not only the numbers here tonight but a larger number if it should be our pleasure. I refer to the possibilities in the Gymnasium that we were promised on Founder's Day should be commenced and completed in 1908.

I bring you special greetings tonight from the founder of Bradley Institute. Her expression today is one of gratitude to Almighty God that through these ten years in the formative period of Bradley Polytechnic Institute she has been privileged to be with us and to watch the progress of her undertaking. She is here with us tonight in these festivities in reasonable health and strength when we consider that on the 31st of July

next she will have attained her full ninety-one years, should she be spared to that time. I am sure this is a pleasure to us all. I am sure it is a pleasure to this city of Peoria that one of its citizens should have undertaken and, in the ten years that have passed, accomplished so much.

At our plates tonight are strewn beautiful roses, red roses. I want to say that Mrs. Bradley had a hand in plucking these roses from her own profuse bushes. The rose has been her pride, it has been her flower and should you visit her garden today you would come upon a bower of beauty that is inviting and inspiring. I have heard of people who had almost a craze for gathering ancient things, old furniture, mahogany, or any old thing. Mrs. Bradley's craze, if she has one, is her roses, and I am privileged to hold up here tonight a rare touch of beauty plucked from a bush that was brought first from the home of Mrs. Bradley's mother in Boone County, Kentucky, to the home in Indiana where Mrs. Bradley was born and from that old home, her birth place, to her yard in Peoria. It is a beautiful bush and it is a beautiful flower and through all the years of her life it has been giving off its fragrance and beauty and it is here as an emblem of her love tonight. I suggest that hereafter Bradley Polytechnic Institute make the rose its flower.

Mrs. Bradley has found satisfaction and pleasure in helping not only her generation but future generations with her endowment of Bradley Polytechnic Institute. She hopes that this beginning may be only a

foretaste of what the years to come may bring. She has felt satisfied in what has been accomplished by the faculty first chosen for Bradley and by those since added to their number. She believes and so do we all that they have been possessed of an earnest, faithful spirit which has had in mind the best good of every boy and girl that comes within the walls of Bradley Hall.

Now it is my great honor and pleasure to present as the toastmaster on this occasion, on this anniversary occasion, one who I believe I am safe in saying has devoted more time and more energy and more earnestness toward helping the lines of education in our city than has any other within our borders today. I present to you the Honorable John S. Stevens.

Mr. Stevens spoke in response as follows:

This year for the first time in my long residence in the city of Peoria it has been my privilege to attend a banquet given in honor of education and the educators of the city of Peoria. A few weeks ago I had the opportunity extended by the women teachers of the city schools to attend a banquet given by them in their hall. I esteemed the honor highly and I do tonight and I want to congratulate you upon this event. Until the present time Peoria has not seemed to waken to a true appreciation of those who have spent their lives and efforts in educating the children of the city. But now a better day is coming. Something beside material interests gathers us here to greet those to whom is committed the care of the children of this city. It is a matter of

congratulation that so many have come here tonight to consider the work of Bradley Institute. The first decade has past. The Institute has never assumed the prominence that it deserves. It has never been given by advertising outside of our city through the city press, the reputation and value that it ought to have had. It has done its work quietly and persistently and we come here tonight with graduates and alumni for the first decennial banquet of the Institute. It is fortunate that Mrs. Bradley can come and meet with us. Every institution loves to have a background. Girls and boys say they select this or that college—Yale, Harvard, in preference to other institutions of the country because these institutions have a background. Almost every man and woman, every member of the family loves to feel that he has an ancestry; and so it is with institutions. Now we can come at the end of ten years and feel that Bradley Institute has a background. We have alumni who have been a credit to the institution and as time goes on there will be an increase in the services performed by them for the good of mankind.

There is another thing that pleases me beyond expression. I have taken deep interest in the city schools of Peoria. We meet here tonight representatives of the public schools and Bradley Institute on common ground and we strike hands in a common purpose, a common subject. There is no spirit of jealousy or envy and there is nothing that will separate the public schools and Bradley Institute. They can supplement

each other in securing the best results and I feel like congratulating them for this appearance of common usefulness and interest. When you stop to think that these teachers who are here tonight, and others who are going out to be teachers, are the factors in forming not only society but in building up the intellectual and moral character of this community there should be no jealousy, no envy. Every man and woman ought to feel alike and do their best, remembering that they have a common object, to educate the masses, to render the foundation more stable on which our education rests. You are part of the great army of over 500,000 who are helping to educate the children of our land. Over one fifth of the population of America is brought under your influence as teachers and you can realize the importance of the position you occupy.

You will be compelled often to take the places of fathers and mothers in building up character in these children. Remember it is your life work, that you are responsible for the development of right character, that you are working for the good of the country. I congratulate you, teachers of Bradley and teachers of the city schools for the harmony that exists. Let it never be disturbed. Teachers in Bradley, teachers in the city schools, resolve that you will work more earnestly in the future than in the past, with more zeal, with more energy, so long as you possess this high position, for the betterment of the sons and daughters of the city of Peoria.

The toastmaster then announced the other speakers of the evening. Their names and responses follow:

Dr. Charles T. Wyckoff.

Mr. Toastmaster and Friends of Bradley Institute:

If we trace the beginnings of the University in the Middle Ages we find it consisted of one or more teachers and one or more pupils and an equipment of a room with a little straw on the floor or a few rude benches. We can boast more than that for we have here tonight our Founder, and representatives of our faculty, trustees, students, alumni, friends and supporters, so that we may well consider ourselves a full fledged school and speak of "Our First Decade". Among the Hebrews it was the custom to make much of the 12th year in a boy's life. He then became a "son of the Law" and was admitted to an intimate share in the social, political and religious life of his people. We have reached much the same position tonight. We have completed the first ten years of our life as a school. We have had the trials—I might almost say the diseases—incident to childhood. But the attacks have been light and we have come through with our vitality unimpaired, ready to enter the future with joy, hope and courage. We have won a place for ourselves in the educational world. About the only thing necessary to make us a "leading institution" is that our faculty should be made eligible to the Carnegie Pension fund.

Many of our number have gone to higher institutions of learning and others, in the business world, have

made places of honor for themselves. We want to have this good work go on. We have sometimes been thwarted in our good purposes for the boys and girls, the young men and women of this region but as a rule we have seen them grow under our direction in mind and character. This is the highest reward for the teacher and the student. We rejoice especially that our founder, Mrs. Bradley, has been spared to us during these ten years to share in these results of her work.

But this occasion invites us to look forward as well as backward. Through the veil of time and with the eye of faith we can see not only the new gymnasium, but new recitation halls, laboratories, dormitories, and all that makes up the equipment of a great school, and with them we trust may come the attainment of still higher standards in work and character. As General O. O. Howard was leaving the school in which Booker T. Washington sat as a boy, he said "Boys, what message shall I take back to the people of the North?" And Booker said "Tell them we are rising, sir." That is the message which we would proclaim tonight, as our motto for our next decade, "We are rising, sir, we are rising."

Mr. Louis Ph. Wolf.

Mr. Wolf, editor of *Die Sonne*, responded in a happy vein to the toastmaster's remarks on the newspaper as an important element in forming public opinion and building character. The Institute regrets that it cannot give a fuller account of Mr. Wolf's response, which was entirely extemporaneous.

Dr. James W. Garner (the University of Illinois)

Mr. Toastmaster, Ladies and Gentlemen:—I should be very ungrateful indeed if I were not deeply touched by the generous compliment which Mr. Stevens has kindly given me. I count it a very high honor indeed to be permitted to take part in the exercises of this occasion, commemorating in a way as they do the 10th anniversary of the founding of Bradley Institute. Although not an alumnus in a technical sense of the word, in the sense of being a holder of one of its degrees, I hope in a wider and larger sense I may establish an equitable right to be considered as one of the sons of the noble institution whose friends are gathered around these tables. In a sense I am here to represent the ex-members of Bradley Institute faculty, the restless, disloyal, rolling stones who knowing not their own minds have wandered away in search of greater rewards. I am very glad to say the number is not very large, for I have observed that those who have once been admitted to the Bradley circle have not been easily drawn away.

It has always been a source of pride to me that I should have begun my career as a teacher in Bradley Institute here in a city of culture, in a school of high standard, where I had for my associates men and women of the highest culture and refinement. Under such conditions the years could not have been otherwise than years of intellectual inspiration and of mental and social achievement. To-night our memories naturally go out in tender affection to those former members of Bradley Institute who are not with us. First of all to Mr. Sisson,

the first Director of the Institute, the man who organized the institution and steered it through its early difficulties; one honored and trusted by the late President Harper, loved and honored by all his students and associates, a rare man indeed, whose coming to Peoria was a good fortune to Bradley, his going regretted by all.

To E. P. Lyon, the very soul of honor, genial, good natured, optimist, bubbling over with good and wholesome humor, hail-fellow-well-met with all his acquaintances, yet withal a scholar, serious and earnest; not a man who would trifle with facts but a careful investigator, an excellent teacher, a loyal friend and an admirable character; to Mrs. Kedzie, who taught us to stand in awe whenever the name of Domestic Science was pronounced, who traveled up and down the state convincing the masses that cooking was one of the fine arts and that proper eating was an accomplishment of rare achievement, and who finally decided to practice what she preached by getting married and establishing a home of her own.

To James B. Garner, excellent teacher of Chemistry; to the long line of art teachers who by their accomplishments were frequently called to other spheres—to all of these our thoughts go out tonight. I wish they were all here. I am sure wherever they are their thoughts are with us and their good wishes for us.

As I look back over the last ten years of Bradley history I am compelled to believe that its future may be more brilliant even than the past. I know of no

institution in this country of this kind which is doing so well its work, doing it so quietly, with so little ostentation and so little pretense. Bradley's history during these ten years has been a history of steady development and of quiet and solid achievement. It has abundantly established the purpose of its existence and fulfilled the expectations of its founder. It ought to have its field of usefulness enlarged and its opportunities ought to be increased. Situated in one of the most wealthy cities of the west, it deserves the support of the wealthy people of this city. I say all honor to the generosity of the founder which has maintained it and made its life possible.

Mr. Victor Dickson (class of 1905), a recent graduate (June 1907) of the Massachusetts Institute of Technology, spoke on behalf of the Bradley Alumni. Mr. Willis B. Coale responded for the graduating class of '07.

Director Burgess called for brief responses from other alumni and alumnae, who had completed their college or university courses elsewhere. Anne Kellogg '02, represented the University of Chicago; Julia Bourland Clark '03, Smith College; Montgomery Rice '03, the University of Michigan; Lillian M. Summers '03, Northwestern University; Charles K. Benton '04, Dartmouth College; Florence A. Elsbree '04, Shurtleff College; Marilla E. Cooper '05, Oberlin College; Franklin T. Heyle '06, the University of Illinois; Nellie R. Farley '06, the University of Missouri.

On Friday afternoon, the 21st, a delightful open air

concert was rendered by the Chicago Oratorio and Festival Quartette. The steps of Bradley Hall formed the stage and chairs were set for the audience in the shadow of the great tower. Groups of students in holiday dress were scattered about on the lawn and at either side were booths for serving frappe. The program follows:

Trio from Shakespear Song Cycle	-	<i>Wassell</i>
Mrs. Tewksbury, Mr. Hedge, Mr. Hadley		
Down the Vale	- - - -	<i>Moir</i>
Sunbeams	- - - -	<i>Ronald</i>
Mr. Hedge		
Springtide	- - - -	<i>Greene</i>
Spring Song	- - - -	<i>Mackenzie</i>
Miss Johnson		
Prologue from Opera Pagliacci	-	<i>Leoncavallo</i>
Mr. Hadley		
Quartette from "Rigoletto"	- - - -	<i>Verdi</i>
Mrs. Tewksbury, Miss Johnson,		
Messrs. Hedge and Hadley		
Autumn Song	} - -	<i>Salter</i>
Come Into the Garden, Love }		
Mrs. Tewksbury		
Quartette Song Cycle "The Little Sunbonnet"	-	<i>Lohr</i>
Mrs. Tewksbury, Miss Johnson,		
Messrs. Hedge and Hadley		

In the evening the cycle of ten years was completed by the Convocation exercises in Bradley Hall. The address by Chancellor E. Benjamin Andrews was full of vigor both in thought and delivery and held the closest attention of the audience. This was followed

by the annual statement of the Director, found elsewhere in this volume. The diplomas were conferred by President Harry Pratt Judson of the University of Chicago. The program was as follows:

Processional—March Pontificale - *Hardy*

Invocation - The Reverend Harry Foster Burns

Music—Chanson Triste - - *Tschaikowski*

The Convocation Address—"Problems of Greater America"

Chancellor E. Benjamin Andrews

The University of Nebraska, Lincoln, Nebraska

Music—Tam O'Shanter's Ride - *Warren*

The Annual Statement of the Director

Solo—Faith in Spring - - *Schubert*

Harry C. Hammond

Presentation of Diplomas

Recessional—Polonaise Militaire - *Chopin*

Music by the Bradley Symphony Orchestra,
Mr. Harold Plowe, Director.

In connection with these exercises the Alumni and Alumnae gave Mrs. Bradley a loving cup which was presented on their behalf by Miss Florence Cutright '05.

Mrs. Bradley continued in her usual health during the summer and fall of 1907. She was unable however to visit one of her farms on her birthday, as she had done for a number of years. Early in December she showed increasing signs of failure though still able to sit up and in full possession of her mental faculties. With the opening of the new year it became evident that she could not long survive. She suffered much pain, yet bore it with great fortitude, refusing opiates,

because she wished to keep her mind clear to the last. She finally sank into a semi-comatose condition but roused to complete intelligence a few hours before her death. Her spirit passed away just as the sun was rising, on a bright winter morning, January 16th. The following days were equally bright and pleasant. Thus her wish for clearness of mind and for sunshine at the last was granted. The flag at the Institute and at the city hall were placed at half mast. At the chapel service Thursday morning reference was made to her life and death. The student body passed out quietly, the organ remaining silent. As soon as arrangements for the funeral exercises were completed the school was called together and dismissed after a statement by the Director. No school sessions were held till Monday, January 20th. The student body at once took steps to provide a floral tribute, consisting of a blanket of white carnations, with the letters B. P. I. in red. The seniors attached a bit of crepe to their class pins. These and other spontaneous acts proved the genuine sorrow of the student body that the founder would no longer meet with us as in the past. As the funeral exercises were held at Mrs. Bradley's home it was decided that the student body should be represented there by twelve of their number, the student members of the Council, three from the Horological school and three appointed by the Director. The names are:

College—Roy Keller, Edith Love, Roberts Mann.

Higher Academy—Charles Atwood, Julia Voorhees,
Ethel Summers.

Lower Adademy—Mayo Goss, Frances Burrill,
Elizabeth Cockle.

Horological, M. R. Smith, Carlsbad, New Mexico,
C. H. McClain, Chicago, Illinois,
R. G. Newcomer, Nampa, Idaho.

The following resolutions were passed by the student body :

Inasmuch as we, the student body of Bradley Institute, realize that this institution has been to our beloved founder, Mrs. Lydia Bradley, as the child of her later years, the object of her every thought and effort ; and inasmuch as we appreciate the benefits which her devotion to this idea has conferred upon us, we hereby desire to express our profound grief at our loss in the death of her whose name we will always hold in loving memory.

As soon as it was known that Mrs. Bradley had died, Mr. Hammond, Mr. Bailey and Dr. Burgess met to form plans for the funeral. On Friday the Trustees were called together to hear the reading of her will and to provide for the immediate management of affairs. The funeral occurred at Mrs. Bradley's home 122 Moss Avenue, on Saturday, January 18th at 2:30 p. m., the body having lain in state for the visits of students and friends from ten to twelve. The exercises were conducted by President Luther B. Fisher of Lombard College, assisted by the Rev. G. B. Carpenter, pastor of the Universalist Church of Peoria. The music was furnished, at Mrs. Bradley's request, by students of the Institute :—Messrs. George Kellar, R. K. Murdock, Glen Ebaugh and Tasso Lindsey. The honorary pallbearers

chosen by Mrs. Bradley were O. J. Bailey, T. C. Burgess, W. W. Hammond, H. P. Judson, J. S. Stevens, W. E. Stone, A. T. Westlake, C. R. Wheeler. The active pallbearers were F. L. Bishop, C. E. Comstock, W. H. Packard, W. F. Raymond, C. S. VanDeusen, C. T. Wyckoff. The body was interred at Springdale Cemetery, the casket being covered with the blanket of flowers furnished by the students, as it was lowered to its last resting place.

On Sunday, January 19th, at 3 p. m., a memorial service was held at the Institute. A large company of students and citizens gathered to honor the memory of the founder. Simple emblems of mourning were draped upon the marble bust of Mrs. Bradley and upon the speaker's desk. The chair usually occupied by Mrs. Bradley was empty save for the decoration of a wreath of galax leaves. After the procession of the faculty and trustees had moved to the platform Mr. O. J. Bailey, president of the Board of Trustees, announced the following program with fitting words of introduction:

Organ—Processional	-	Miss Mildred Faville
Scripture Reading and Prayer	-	Dr. W. H. Geistweit
Hymn	- - -	Institute Quartette
Addresses—		

Mrs. Bradley's Relations to the Institute	- - -	Dr. T. C. Burgess
Historical Sketch	-	W. W. Hammond
Tribute to Mrs. Bradley	-	Professor A. W. Small
Hymn	- - - -	Quartette
Benediction	- - -	Dr. Geistweit
Organ Recessional	- -	Miss Faville

Memorial Addresses

Introductory Remarks

Oliver J. Bailey.

Mrs. Bradley left very few requests of a personal nature but a prayer of her heart was that she might be laid away in the sunshine. We older ones who were so well acquainted with her habits, who knew how she delighted in nature, in its fields and flowers, in all that the sunshine helped, can appreciate this thought on her part as the light was fading away from her vision. It seems to me that the sunshine of these winter days—days as beautiful as ever graced the seasons in her lifetime—have come as a crowning benediction to her memory.

Life is activity ever unfolding and developing its plans and purposes. The filled grave leaves with us but a memory of these activities. And yet who will contend that death, which so hushes us as we gather about the casket, ends all here or hereafter. There remains a pulsating force that is life, that will vibrate on and on through the ages, and these activities of days gone will gather new power, and Mrs. Bradley will still live in this institution of her endowment, a potent force in shaping the lives of boys and girls yet unborn. "There's no such thing as death. That which is thus miscalled is life escaping from the chains that hath so long enthralled."

I believe we may think of Mrs. Bradley as still living here in this school of her founding, and manifest-

ing that strong, rugged character so well portrayed in the unfolding and development of her purposes while present in the body. Such a life, such a work lives on forever. And it is eminently fitting that we hold in Bradley Hall these memorial services in which words of memory and appreciation may be spoken, recording for future generations the development of plans and the accomplishment of purposes in the life of this unpretentious though most worthy and noble woman.

Mrs. Bradley's Relations to the Institute

Director T. C. Burgess.

Others will give the interesting story of Mrs. Bradley's long and useful life. Others will enumerate her many gifts to the city of Peoria and make fitting reference to the greatest of her gifts—the founding of Bradley Polytechnic Institute. Statement in full detail has been made at other times of the thought which inspired this gift and the way in which the thought developed in her mind for years before its final realization. It is mine on this occasion to refer briefly to her personal relations to the school which she had founded.

It is a matter of warm congratulation that Mrs. Bradley lived to become in a true sense the executor of her own will and that for ten years she has had the pleasure of seeing what had else been but a dream of the future, made real and actual in the present.

Only those who knew her well and saw her frequently could know what calm but constant joy this gave to her. There is ample evidence that the Institute

in its ten years' history has adequately fulfilled her plans and wishes, for in all this time no criticism or suggestion of change has come from her. The Institute has been during this entire time the consuming object of her regard and her chief source of pleasure.

During all these years her visits to the Institute have been frequent. Rarely has Founder's Day or a Convocation passed without being graced by her presence. The warm applause which always greeted her was no mere form. It stood for a genuine appreciation and affection on the part of the student body. I wish I had time to read to you some of the letters received since her death from Alumni and former students expressing their deep regard. Her last visit to the Institute, sometime in November, only a little more than a month ago was a typical one. As you know she believed in work, believed in it for herself and for others. She liked to see people at work. She loved to visit the classes in sewing, cooking or shop where the processes and products of work were more visible than in other departments. Some months ago an additional engine was needed. Mrs. Bradley willingly supplied the castings and the students in Machine Shop built the engine. Mrs. Bradley was especially interested in this work. She asked me a great many questions about it and her last visit was to inspect the completed work.

There has been much discussion recently in our magazines and newspapers about the right of a donor to dictate or to control a gift when once it has been made. The opinion universally expressed is that the

trustees and faculty who are charged with the administration of such a trust must be left free to administer it in the light of their best judgment as circumstances may arise, subject only to the original limitations placed upon the gift. We all know of gifts for educational purposes—conspicuously one in the far east and another in the far west—where the administrative officers were greatly hampered in the one case by embarrassing restrictions and in the other by constant dictation on the part of a donor who possessed no knowledge of educational aims or methods. If all gifts were like that of Mrs. Bradley there would be no point to any such discussion. When once she had given her plans and her funds into the hands of trustees whom she had herself chosen and in whom she reposed implicit confidence—a confidence which has remained unshaken throughout these ten years—she kept herself in the background and left to them the execution of her plans. She has never to my knowledge dictated or interfered with the free action of either trustees or faculty and this I take it is due chiefly to two things. First, the management of the institution has been in general to her satisfaction. Second, and chiefly, it is due to a certain innate good sense—a sort of sanity of mind which I regard as one of her strongest and most attractive qualities.

It has been one of the few pleasures which attend my position as Director to call every few days upon Mrs. Bradley at her home. My own experience I find agrees with that of my predecessor. Frequently I have asked her views upon some questions which were under

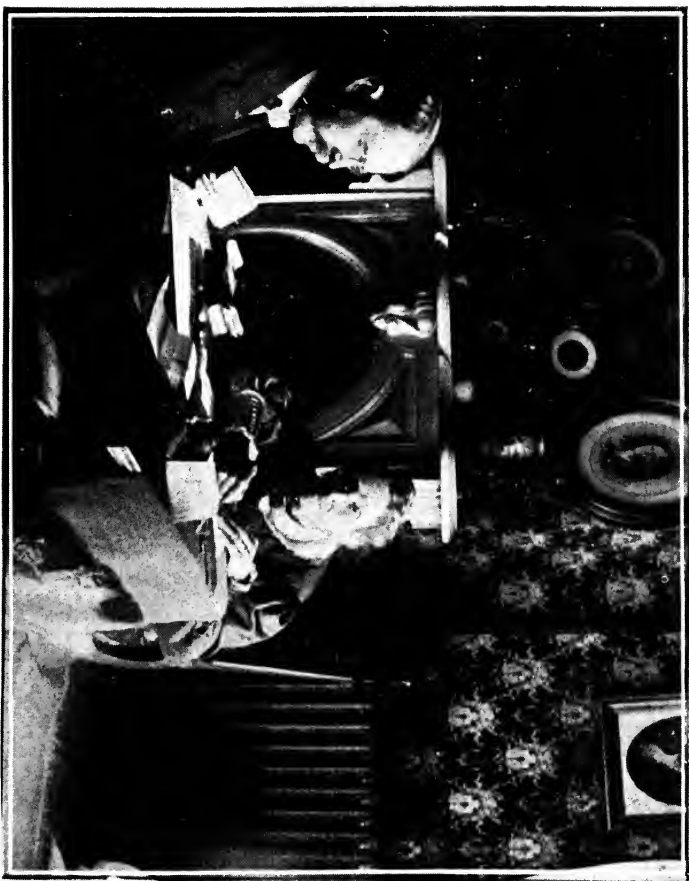
discussion. I invariably received the answer "I have placed the management of the Institute in the hands of the Trustees and Faculty. Let them use their own judgment. I have no knowledge of such matters. I have full confidence in them. Whatever they decide will please me." This sort of an answer however did not mean a lack of interest. She was always eager to hear any detail connected with the school and few know how closely she kept track of the work of teachers and scholars. I shall always treasure the memory of my frequent conversations with Mrs. Bradley. There is but one adequate return which we trustees, teachers, scholars, can make to Mrs. Bradley and that is that the result of our time and effort shall be each year a body of young men and young women prepared to live stronger more noble and more useful lives by reason of her endowment.

The Development of the Bradley Estate

W. W. Hammond.

It would be impossible, in the time I shall take to-day, to make an adequate historical review of Mrs. Bradley's life, or even of her business career since I have known her. I have selected therefore the part of her business career in which you will perhaps be most interested and will tell you how Mrs. Bradley accumulated a part of the estate with which she endowed this Institute. Mr. Bradley left an estate valued at half a million, which by good management had grown to a million dollars when I first became acquainted with Mrs. Bradley's affairs.

Twenty-two years ago last March Mrs. Bradley called me to her house and asked me to become her business manager. It has been customary to meet at her house every morning and discuss the business transacted the day before, and consider new business. The collections of the day were brought to her in envelopes, with the names and amounts endorsed, and were left with her until the regular date for depositing in bank. At these meetings all papers necessary to be signed were presented and read to her, before she signed them. She signed all her checks after knowing what they were for. During all that time no one ever signed Mrs. Bradley's name for her to a check or a deed. The daily report was never omitted. The occasions when her health interfered with business were so rare that I cannot remember any. The only time her name has been signed by any one for her has been during her last illness, less than two weeks. No investment was ever made without full report to her and receiving her approval. Even before March, 1885, the plans for Bradley Institute, Bradley Park, and the Home for Aged Women had been incorporated in her will and I was acquainted with them, having written the will. These plans were constantly in mind, and everything was done with reference to them. Many times Mrs. Bradley has said it was not for herself but for the school she desired to make the money. Her personal expenses were extremely small. Economy was the rule in all departments of the business, and yet there was no false economy. Wise liberality could be depended



MRS. BRADLEY'S HOME—THE MORNING CONSULTATION



upon where good results were reasonably sure. The history of the growth of the plans for Bradley Institute has been told on former occasions, and is now a part of the permanent records of the Institute and will be published in the Decennial Report of Bradley Institute at an early date.

I should like now to tell you something of the growth of the estate necessary to carry these plans into effect. How can a million dollars be made in twelve years? Can it be done without hardship or oppression to any one? Is it possible to do it and at the same time benefit the people, the city and the communities where the profits are earned? The record of Mrs. Bradley's business from 1885 to 1897 shows that she added a million dollars to her estate during that time. How was it done?

Mr. Bradley had invested largely in acre property then adjoining, now included in, the City of Peoria. At the time I became acquainted with the property, Bradley's First, Second and Third Additions had been laid out in Section Eight, just south of the Bradley residence. The lots were selling at \$200. A few years later I finished selling out these additions, getting at the last \$1,000 a lot. Bradley's Fourth Addition, Lydia Place, Bradley's Subdivision around the Institute, The Uplands, and other additions followed the same course. Partly because of the natural growth of the city, but more largely I believe because of wise encouragement to the home builder, the additions laid out by Mrs. Bradley have grown in population and value; those who

bought of her have been benefited more largely than she was, and the taxable value of the city has been increased. Even her benefactions have redounded to her profit, as will be seen in the development of this immediate vicinity by the presence here of the Institute; and the enhancement of the Uplands by the vicinity of Laura Bradley Park.

In the lending of money Mrs. Bradley has been uniformly helpful to the borrower; seldom has she had a foreclosure, never has she called in a loan as long as the interest was paid, and by her loans she has helped to build nearly every church in the city.

But in her development of farm property will be found perhaps the clearest examples of her methods of making money, and doing good at the same time. The first instance I remember is the Manito Marsh. In 1885 the drainage of that marsh, containing 5,000 acres, had just been completed. Mrs. Bradley had been largely interested in promoting it. She owned 680 acres, which she had bought at \$10 per acre. She built farm buildings, and fences, and put the land under cultivation. But the crops were poor, over the whole marsh. Corn did not fill out and mature but continued green until frost came, and the result was soft corn. For a few seasons we thought it was because the land was wild, but it did not improve with cultivation. A sample of the soil was sent to Champaign for analysis. The result showed, by comparison with good rich prairie soils, that the marsh land was even richer than the best black prairie soils in all but one element. It

lacked potash. We were advised to consult the State University at Purdue, Indiana. From them we received reports of their experience with similar marsh lands, and learned about Kainit. That is a potash salt mined in Germany. A car load was ordered, and spread broadcast on 100 acres of the land in the spring before plowing for corn. The result was a good crop of solid ripe corn on that 100 acres. At once the whole neighborhood adopted the plan, and good crops have been uniformly secured ever since. These lands are now selling for \$140 an acre.

In another case Mrs. Bradley had loaned money upon 240 acres in Kilbourne Township in Mason County, and the mortgagor had abandoned the land and left the country. Mrs. Bradley had given a tenant three years free rent to clean out the willows and get the land under cultivation. The three years expired and she sent me to see if the work had been done. I found the land in the edge of a marsh, extending miles along the C. P. & St. L. R. R., covered in the fall with wild hay. There was no outlet for the water and the tenant had not been able to drain the land. Upon hearing the report of the situation Mrs. Bradley decided to buy enough more of the wet land to make it worth while to drain the whole marsh. She secured 1,500 acres more at \$33.33 per acre, organized a district, drained out the country, and in a few years had crops growing on her lands. These lands were recently sold at prices ranging from \$100 to \$140 per acre. The neighborhood is the most fertile in that part of Mason County, and is a

prosperous and beautiful farming country. Everybody was benefited and Mrs. Bradley was \$100,000 richer.

Her next enterprise was larger. She bought 3500 acres of land in the Sangamon River bottom near Chandlerville. The owners had no money to make improvements with, and only the high spots were farmed. Mrs. Bradley drained it, cut and sawed the lumber from the land for farm buildings and fences, and cleared off the timber. Her example has been contagious, and the adjoining lands have been reclaimed, improved, roads built, churches and schools provided, and on one Sunday 150 converts were baptised on her land, where drinking and hunting had formerly been the order of the day. The values have increased enough to indicate a profit of more than \$100,000, and the community has shared in her prosperity.

Even now her latest and largest undertaking, involving the redemption of 10,000 acres of land over which there has never been a road, where for ten miles in either direction there was not a house, is nearing completion and soon that waste of wild grass and brush will be a farmers' paradise. The profits from this land have been promised to build the gymnasium. But greater benefits will accrue to the community where the money was made than to the place where it will be spent.

These are the methods by which Mrs. Bradley has made \$1,000,000 in twelve years.

The sons and grandsons of her tenants, succeed to her farms; her farms are sought after, her methods



THE BRADLEY HOMESTEAD



followed; homes, churches, schools, roads, prosperity and happiness follow in the wake of her enterprises. It may be questioned whether Mrs. Bradley has not done more good in the making than in the spending of her fortune.

Her profits were not the "unearned increment." It was not her way to make her investments and then wait for something to turn up. But she determined what the "thing" was which would cause the increment, and then "*turned* it up."

Mrs. Bradley had plans for the future of the Institute which have never been made public, and which cannot be announced until the growth of the estate makes their accomplishment possible. It will be the task of her trustees to bring these things to pass, by the same methods used by Mrs. Bradley in her lifetime.

Lydia Bradley—Her Character and Work

Albion W. Small (University of Chicago).

When Mr. Bailey told me over the telephone Thursday morning that Mrs. Bradley had begun her long sleep my first thought was of gratitude that it would not be a belated and neglected tribute which we should pay at the services of her burial and at this memorial service. It has many times been our privilege as it is not always the accepted privilege of friends during the life time of benefactors to express candidly and frankly and freely to Mrs. Bradley the best that we could put into words of the appreciation that we felt. Nothing that we can say since she is gone from us can be more

fitting and more true than the things which we tried to express in her presence. Mrs. Bradley does not need this tribute. It is due as an accounting which we give for the stewardship of our acquaintance with her, as a test of our understanding of the meaning of her life. I have seen an artist model a statue and I have seen friends of the subject look upon the incomplete model and suggest alterations by which the statue would more completely portray the features and the character of the original. If all the friends of Mrs. Bradley had been allowed to criticize the model of the portrait bust in this hall, and if the artist had attempted to work the results of all those conflicting criticisms into the completed portrait, we perhaps would not recognize as well as we do now the individual Mrs. Bradley in the model, but a stranger who knew American life and American thought and American institutions would still look upon that statue and discover behind it features and traces of those deep, true, strong, dependable qualities which Americans regard as the basis of an admirable character. * * * * If each of those who knew Mrs. Bradley were called upon to suggest as to how her character might have been changed for the better the results would have been a remarkable but unreconcilable contradiction. Each of us according to our age, our tastes, our habits, our occupations, our politics, our creed would specify something which nature would not specify of the way in which she might have been molded more in accordance with our particular ideas. One critic would have said that she was too frugal, another would

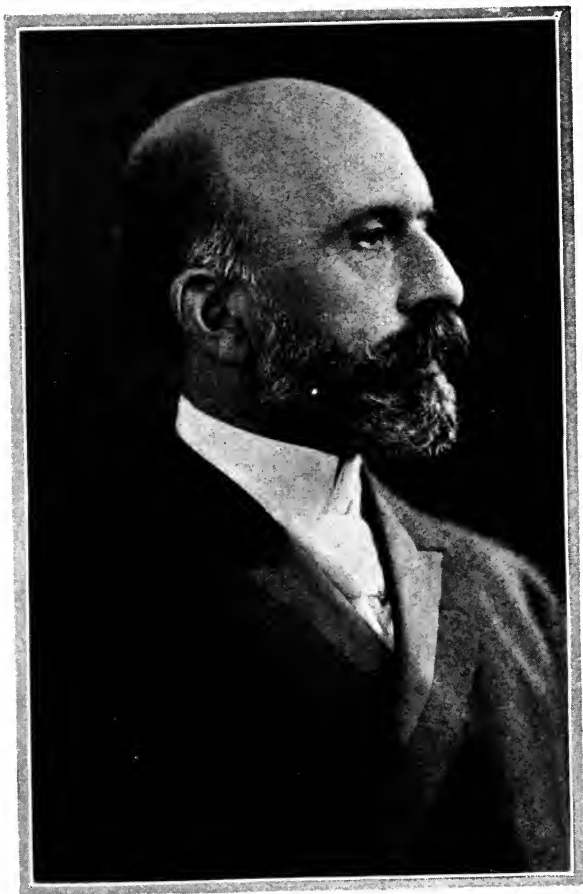


LYDIA MOSS BRADLEY



have blamed her for giving so lavishly to Bradley and education; one would have praised her for being diligent in business and another would have found fault because business activity is not womanly. We should have heard one person say that she was opinionated and obstinate and another would have been sorry that she allowed herself to be so easily influenced. We should have heard it pointed out that she was remarkably careful for her physical comfort and others would have regretted that she knew no better how to make life easy; many would have complained that she was not pious along their lines and many would have criticised her harshly that if she had been more religious she would have been more practical. If a wise stranger could have become acquainted with Mrs. Bradley's character he would have decided that she was a fine, fair product of the morals, principles and working ideals and religious aspirations of her age. Only he who does not know talks any longer about a perfect being, a model man or woman. There can be no perfect model life. Just so there can be no perfect man or woman regardless of these relations. The most perfect human being is the one who best meets the occasion, the one who does his work, who takes his place, who stands in the strife, who walks most steadily along the path that leads to the goal that he is due to reach. We should be obtuse and blind, we should be dullards in the school of life if we did not say that Mrs. Bradley had achieved that place which deserves the highest and deepest honor. She was not an exotic. She was not

a hot-house plant. She was a fair specimen of that grain which our American nation wants to make its staple. Mrs. Bradley was a plain woman of the plain, common, real people and it is in that light that I wish to express my tribute. I shall speak of two or three common-place words as the truest expressions of character. She was industrious. She believed that nothing in the long run and as a rule is obtained in this life by anybody without work. When we, as trustees, years ago used to be entertained at her house there was nothing of which she was so proud as those things which her own hands had wrought by useful labor. Mrs. Bradley thought of work first for oneself, for it must be first for oneself and second for others. These two phases of work complete the program of a useful life. Mrs. Bradley was, third (I do not know how better to express it), independent. She was not unstable as water. Mrs. Bradley had, like our forefathers, a deep respect for the opinion of mankind. She had a mind of her own, a will of her own. She felt that it was her duty to decide for herself. Mrs. Bradley was teachable. It is the fault of some successful men and women to think that because they have been successful in one kind of life they know it all and can give directions in every other sort of life. Her attitude toward the plans for the Institute was the first instance in which I saw this trait of character. She had made up her mind as to what she wanted to do and then asked many questions as to what was wise, and her plans were materially changed, and she greatly modified her views



ALBION W. SMALL



and allowed herself to be influenced by those whose judgment she respected. Possibly within the life time of the trustees now living, certainly in the lifetime of our successors, great changes in the aims and details of this institution will have to be made and her teachableness will come up before us as an example that the school may profit by. And Mrs. Bradley was progressive. It would have been the most natural thing in the world when she was left alone, at the time when it was not customary for women to control affairs, for her to have thrown herself into conservatism. It would have been natural to take a position and adopt a plan which could not be modified. But she had that great virtue of common sense which enabled her to share the advice and plans of others. She was slow but sure to open her eyes and give assent to the advice and plans suggested by others. Along with this she was practical. Life to her consisted not in thinking, not in dreaming, but in doing. Since Thursday morning I have thought what a natural thing it was that she should turn to Dr. Harper for advice and find in him advice that she felt safe to take. They are kindred spirits in many things. I remember Dr. Harper used to have on his desk a little memorandum "Things to do", and there was his daily program, item after item. It seems to me that whether it be in housekeeping or in business or in philanthropy the real Mrs. Bradley was not seen until we saw her in these things that she was doing with all her wisdom and strength; not merely the things about her for the present but by bringing things to pass for

the future. This all means that she was successful and I do not mean successful from the commercial standpoint either. There were things which Mrs. Bradley never enjoyed. She had not the privilege of assembling around her in declining years the children and the children's children whomight have fed that loving nature of hers with a spiritual food of which she was deprived. She knew nothing of society in the fashionable sense. She was not among the leaders of great national reform. Her name has reached but a comparatively narrow circle of acquaintances, mostly within the boundaries of this state. and yet she had the satisfaction of seeing her labors prosper in her hands, and the evening glow of her life was lit up with calm joy in the consciousness that the world had been better and would be better because she had lived.

I cannot stop without remarking that many will think, (if they do not say it), but after all here was a rich woman and you are praising her because she was rich. It were a thousand times better that no memorial were held than that any present or future pupil of this school or any citizen of Peoria should have just reason to say that Mrs. Bradley's money had bought our eulogies. Neither poverty nor riches can redeem character. Character must redeem both poverty and riches. I know a poor washerwoman in Chicago who six weeks ago was left a widow not too strong physically herself. She is the sole support of her boy twelve years old and her bed-ridden mother. The day after the burial she took up her work, earning her living and the

support of her boy and her mother by the labor of a washerwoman and a scrubwoman. Two or three days ago she said to one of her employers, "So long as my strength lasts I shall do my best to bring up my boy so that he will be a good man and I shall try to keep my faith that there is something better for us in another life." Should I outlive that heroic washerwoman I should be proud to stand by her bier and testify that in my belief she had won the same kind of victory that Mrs. Bradley has won and deserves the same kind of honor that we are paying Mrs. Bradley today. No, no, we are praising in Mrs. Bradley not a rich woman but a good woman whose life whether in riches or poverty would have been a precious legacy as it has been a noble service.

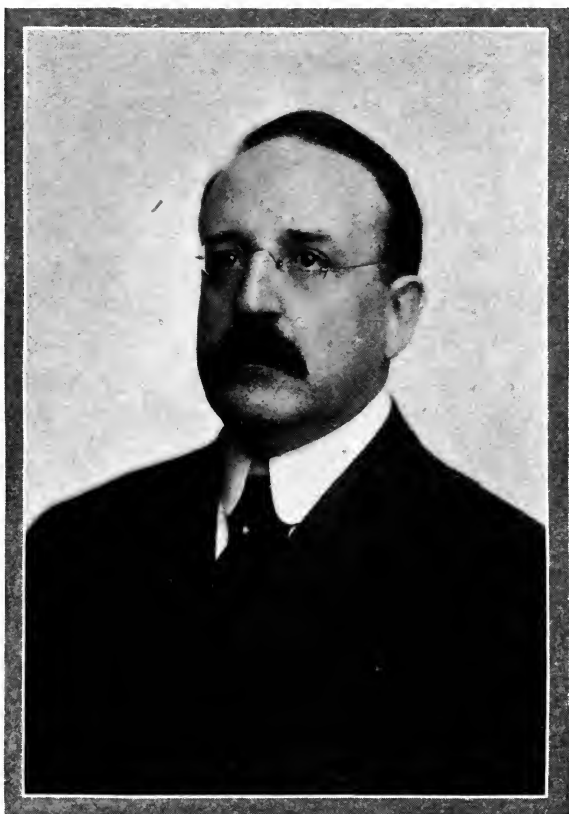
Founder's Day Addresses

The First Years.

Edward O. Sisson (University of Washington)

The writer's official connection with Bradley Polytechnic Institute began on the 25th of February, 1897, when he was elected Director of the Institute, which as yet existed only in the munificent endowment provided by Mrs. Bradley, and the ideals and plans which were taking form in the minds of the trustees. Much had been decided upon prior to the choice of a director; the Founder herself had expressed to the trustees certain general lines upon which she wished the future school to be planned, the trustees had discussed plans both for buildings and for courses of study; but no single step had been taken to put these into actual existence. The task of the hour was threefold; the definite framing of courses of study, the erection and equipment of buildings, and the selection and organization of a staff for the institution. The trustees greatly desired to open the new school at the beginning of the next school year in order that the venerable founder might not fail to see the fruits of her plans with her own eyes: few indeed would have dared to predict that she should be spared to participate in the tenth celebration of the greatest of the annual festivities of the institution. Accordingly all concerned threw themselves vigorously into the work of preparation.

First, the general outline of the course of instruction



LESLIE D. PUTERBAUGH



to be offered was developed into a definite curriculum. It will be understood that the chief voice in this distinctively educational problem was that of Dr. William R. Harper, chairman of the Committee on Faculty and Instruction. Then the plans for the buildings were carried to completion; in this work valuable assistance was received from Professor Charles A. Bennett, then of Teachers College, New York, later a member of the first faculty of Bradley Institute. Finally a vigorous search was begun for suitable persons to fill the various positions in the new school. With the purpose of obtaining valuable information upon all these tasks, the Director, accompanied by Professor John Dewey, the distinguished educator, then of the University of Chicago, made a tour of some of the most important institutions in the east whose general plan and aims were thought to be similar to that of the proposed institution. As soon as the plans for the buildings were complete bids were called for, and in due time the contract let, to the Jonathan Clark Sons Co., of Chicago. Ground was broken on April 10, and the visible work of Bradley Institute was begun. No ceremonies were held to mark the event, for the minds of all were fully occupied with speeding the actual progress of the work; not a few persons predicted that with the best speed possible, the school could not open at the date set, for the trustees had by this time set the day for the beginning of work, announcing that classes would start on the 4th of October, 1897. Certainly the outlook was not over encouraging to the few who gathered on that

tenth of April to see the plow turn the first furrow in the cornfield which is now the campus of Bradley Polytechnic Institute.

Meanwhile progress was being made in the selection and appointment of teachers, and by the middle of the summer the faculty was practically complete. As soon as a head was found for a department of instruction he was called upon to prepare specifications for the equipment of his class rooms, shops or laboratories, as the case might be, and soon apparatus of all kinds began to arrive and demand accommodation in the yet unfinished building.

A preliminary announcement was published early in the summer and sent broadcast through the city and the vicinity; this contained general information as to the proposed course of study, the equipment, methods, faculty, etc. Later the first formal announcement of courses of instruction to be offered was issued, containing descriptions of all classes to be formed and full information for all who intended to enter the new school.

As the summer advanced the construction of the buildings seemed to progress slowly, at least to the anxious eyes of those who had publicly declared that work would begin on the 4th of October; a delay of a month on account of the cut stone contract extinguished all hope that the main building could be actually finished by the appointed day; so all efforts were now directed toward the finishing of part of the building in which work might be begun. The Horological building was allowed to move slowly, since the Horological School

was already housed, though indeed unsatisfactorily; and forces were concentrated upon Bradley Hall. Many times was the Director asked, "When will the school open?" and he always answered, "On the 4th of October;" the answer was usually greeted with an incredulous smile, or even with a laugh; (far along in the summer the empty window casings grinned at the passer-by, and confirmed the popular opinion that the school could not possibly redeem its pledge; there is no doubt that not a few prospective pupils were deterred by the discouraging outlook and the more discouraging predictions).

But the printed statements and the daily reiterated spoken assurances of trustees and Director were not bravado nor desperation; they were based upon the most careful estimates of conditions; we all knew, every day from the middle of August to the first of October, that each moment was fraught with danger of a new delay which would wreck our plan of opening the new building on the appointed day; but we knew that no such delay had yet arisen; moreover the impossibility of entering the new building did not necessarily involve the postponement of the opening of the classes; the authorities of the Institute intended to redeem the pledge made to their students to commence instruction on the 4th of October, and therefore they persisted through good report and bad to publish that fact.

Through this whole preliminary period the press of the city and vicinity and in due proportion the important papers of the state and country, gave most

gratifying support to the young institution; of the Peoria papers in particular, it can be said with all sincerity, that from the first they recognized the new enterprise as an absolutely unselfish beneficence, and championed its cause in every manner possible. Bradley Institute was never compelled to pass through a period of hostility and suspicion, but was welcomed at once and honored always.

All through the summer young people and their parents kept the Director busy answering inquiries by mail and in person; the city school board kindly offered their rooms in the library building as an office; and here many boys and girls enrolled as students of the new school.

And now another day was set, a date destined to be of the greatest significance in the history of the institution,—the eighth of October was chosen for the formal celebration of the opening of the Institute; a sort of inauguration, which, as we all know, was made perpetual as Founder's Day. It is the only fixed feast in the institutional year, being always held upon the calendar date, without reference to the days of the week. Great preparations were made for this day; the Secretary of the Treasury, the Hon. Lyman J. Gage, was secured to pronounce the chief oration; all the dignitaries of the city, county, and state were invited; colleges, universities and schools were invited to send representatives; and to the public at large this day was the real opening of the school.

And now the month of October came; and on the

4th Bradley Hall was indeed far from complete; the workmen did not leave it for more than three months after school had begun; but rooms enough had been finished for the classes, and on the morning of the appointed day the students, about 150 in number, and the teachers assembled in the chapel, which was itself still unfinished, and with a short devotional exercise, and a brief address by the Director, the actual work of the school was launched. Of the difficulties and annoyance of these first months no one can have any idea who did not share them; the rooms available were inadequate, and in many cases unsuitable for the purposes; and the building swarmed with workmen, and echoed with hammers and the rattle and clatter of tin work, steamfitting, and a score of other mechanical processes. But everybody accepted the situation cheerfully and made the best of it, and I am not sure that the school ever did a better three months' work than that of the fall of 1897, when its path was so beset with obstacles. Teachers and students alike ignored the annoyance, and swept away the obstacles in their earnest and indomitable pursuit of the aims for which they had come.

Four days after the beginning of instruction came the great inauguration day; long drought had covered the campus with dust six inches deep; the day was extraordinarily hot for the time of year; but none of these things checked the ardor and joy of the occasion. The guests of honor began to arrive from neighboring towns; and from Chicago came a special train bearing more than sixty representatives of that city, its educa-

tional institutions, especially the University of Chicago, its public officials, its press, and its general life and culture. The chapel of Bradley Hall was crowded—I almost said *beyond* its utmost capacity. Shortly after the appointed hour—for great bodies move slowly—the solemn procession entered: the faculty of the Institute, in academic cap and gown, the guests from the city and vicinity, and those from Chicago and other distant places, a large representation from the faculty of the University of Chicago, many of them resplendent in collegiate regalia, the Trustees of the Institute and finally the Orator of the day, the Founder of the Institute, accompanied by the President of the Board of Trustees and Dr. Wm. R. Harper, the President of the University of Chicago. The long train moved to the platform and stood until all had ascended the steps, when Mrs. Bradley took her seat, and all sat down at her example. The most significant moment of the impressive ceremony was when the aged founder of the Institute with one simple and modest sentence presented the keys of the building to the President of the Board of Trustees, who accepted them with solemn assurances of the determination of the Trustees and Faculty to carry out faithfully the purposes for which Mrs. Bradley had made her great gift.

To this brief glimpse of the events of the preliminary period I am moved, and trust am expected, to add a few words of a more personal nature, concerning those who labored in these first days. What shall I say more of the chief figure in all our thoughts upon this

her day? Mrs. Bradley's works speak more eloquently than can any words. One thing, however, I will refer to, that is the depth and pervasiveness of her interest in the school. There is one other person, and I think only one, who understands this quality in Mrs. Bradley better than I, and that is Mr. Hammond, her nearest and most trusted counselor; for six years I visited Mrs. Bradley regularly once a week, and oftener upon occasion, to talk over with her the progress and affairs of the Institute; nothing which concerned it in any way was indifferent to her, the buildings, the grounds, the course of study, the equipment, the teachers, and above all the students,—for she at least never lost sight of the fact that it was for their sake only that the whole work had been undertaken. So week after week,—and I know the present Director of the Institute will tell the same story,—week after week I came to her house, told her of the work and the problems of the school, sought her counsel, tried to learn her mind and wishes.

Yet with all this interest Mrs. Bradley has steadfastly refused to prescribe the conduct of affairs in the school she has founded; time after time she has said to the trustees, "Gentlemen, you know my wishes; I have chosen you to execute them; you must decide all these questions according to your best judgment." Time and again she has said the same thing to the Director. So far as I know, she has never in all these years dictated one single specific piece of administration in any part of the institution. No one who knows the history of the school can fail to recognize the power for success

which has resided in this interest, and in this confidence, of the founder.

So many persons have contributed to the success of the Institute that one risks producing a sense of unjust discrimination in selecting any names to be mentioned before others. I feel however that I may mention two who stand out conspicuously not only for the greatness of their services but also for the fact that they served the Institute without any financial compensation, and gave to it large portions of time and effort from busy, indeed overburdened, lives. These two are the late President Harper of the University of Chicago, and Mr. Oliver J. Bailey, president of the trustees of the Institute. I suppose no one besides myself knows the full measure of the labors and devotion of these two honorary servants of this institution during its early formative years; years when no precedents existed to aid in deciding doubtful questions, when daily perplexities had to be met and unraveled. Never in these years did either of these men once withhold his time, his efforts, his patient consideration and carefully weighed counsel; no duties were so pressing, no burdens heavy enough to cause either of them to turn away from the tasks laid upon them by their attachment to the welfare and progress of the Institute.

Even as I write these names, other names crowd my mind, of trustees and of my colleagues in the faculty, whose labors and wisdom was indispensable to the Institute in those early days; but I should not know exactly with which name to begin, and certainly not



HARRY A. HAMMOND



with which to leave off, and so dare not mention any; but I cannot omit this opportunity, probably the last which will come to me formally, to express the deep appreciation and regard with which I must always look back to my co-laborers of those early and toilsome years. After all, a school does not consist of stone and mortar, nor of costly apparatus, but of human thought and love; and these have been given to Bradley Institute in full measure by the venerable founder, by the trustees, and by devoted and competent teachers.

The Early Days of Planning

W. W. Hammond.

If Mrs. Bradley herself were able to tell you the circumstances leading up to the founding of Bradley Polytechnic Institute, I am sure it would be much more interesting. She knows the story from the beginning. My first information was gained March 6th, 1884, when Mrs. Bradley employed the law firm of Hopkins & Hammond to redraft her will. Her plans, both as to the equipment, and the object and purposes and management of the Institute, were then quite fully developed. I will presently read from this first draft of the will the paragraphs relating to the scope of the Institute and its management. But first I will tell you what Mrs. Bradley has told me from time to time of the beginning of the idea of Bradley Institute.

I think the idea of erecting and endowing something for the benefit of the young people of Peoria and vicinity arose out of the disappointment of Mr. and Mrs.

Bradley in the loss of their own children. At any rate, after the death of their daughter Laura in 1864, they visited an orphan asylum in Montreal and gave considerable thought to its workings. They did not however find the results in accord with their practical views of life. The children were raised, but not educated. They were dependents, not independent.

While these matters were under consideration Mr. Bradley's death occurred—May 4th, 1867. He was driving home from his farm in Tazewell County when the shafts broke and he was thrown onto the horses heels and kicked in the forehead. He was discovered by Mrs. Whitney and taken to her daughter's house. He was brought home the next day and died the second day.

Several years were occupied in the settlement of the estate, for Mr. Bradley left no will. When fully settled, Mrs. Bradley's share in the estate amounted to about \$500,000. She employed Mr. Austin Johnson as bookkeeper and he continued in that capacity until March, 1882, keeping an excellent record of the business and showing a handsome increase of the estate. During this time Mrs. Bradley continued the line of thought and investigation interrupted by Mr. Bradley's death. At the same time she contributed largely to local charitable institutions. She relieved the Universalist Church, on Main Street, of a heavy mortgage, and the building was rededicated as a Memorial to Mr. Bradley. She donated the site of the St. Francis Hospital and it was named for her. In later years this donation was

returned and the name changed by mutual consent. She built a home for Aged Women of Peoria, at the request of the society then conducting the home in a rented building at the foot of Main Street hill. This request was for a building only. The society was composed of delegates from all the churches of Peoria, and they raised the money for the support of the aged people by annual donations and the Harvest Home Festivals. These festivals were famous for their splendor as well as the universal patronage they received. Everybody went and helped along a good cause. It was also represented to Mrs. Bradley that Mrs. Bacon would become the permanent matron and endow the Home with her fortune. Accordingly Mrs. Bradley built the home on Main Street with which all are familiar, at a cost of \$14,000. Perhaps a brief statement of the reasons why this home is now being closed may be interesting, as exonerating Mrs. Bradley.

The management of the Home was vested in a board representing the various churches. They set a charge of \$400 to be paid by each person received, if they or their friends could afford it. This fund was at first set aside and invested as a permanent endowment, but in late years has gradually been used for current expense. The interest in the work dwindled, the soliciting and management of the Harvest Home Festival fell upon a few; they became tired and the annual donations were insufficient, so the endowment was used until it was exhausted. Then something had to be done to provide for the old people. In this situation Mrs.

Bradley was appealed to again. The managers offered to give the building back if she would provide the money necessary to secure some other home for the old ladies. This Mrs. Bradley agreed to do, wishing to see them provided for before she died. A few have gone to relations, and to these Mrs. Bradley refunded their deposits in full. The greater part have gone to the Proctor Home, and Mrs. Bradley has paid the charge for admittance there. At no time was Mrs. Bradley asked to endow the Home. She was always an active worker and contributor, and is now adding about \$7000 to her former gift in order to enable the Bradley Home to fulfill its obligations.

About 1885 Mrs. Bradley gave a park site of thirty acres to the City of Peoria, as a memorial to her daughter Laura. This gift lay unused for several years. In 1891 she conceived and submitted to the City a proposition to organize a Park Board, offering to increase her gift to one hundred acres if this was done. This was the origin of our present Pleasure Driveway and Park District and Laura Bradley Park.

But none of these things fully met Mrs. Bradley's idea of what she wanted to do. She took up the investigation of polytechnic schools and personally visited Rose Polytechnic Institute at Terre Haute, Indiana. She secured data from many other such schools, the Washington School for Boys at St. Louis, Mo., the Louisville High School at Louisville, Ky., the Throop Institute at Pasadena, the Armour Institute and Lewis Institute at Chicago.

The financial question also was carefully considered. The cost of all the colleges and schools she could reach was ascertained and many of the schools were visited and their presidents consulted. By that time the estate had reached the value of one million and its income was \$30,000. This amount, she ascertained, would not be sufficient to maintain forever such a school as she wished to provide. But she hoped to be able to increase the estate largely during her life, and at her death leave an estate sufficient for the purpose.

The first definite plan of the school appeared in the draft of Mrs. Bradley's will made in 1884, to which I have referred. By that will Mrs. Bradley gave to her trustees ten acres of ground situated on Main Street just West of the Bradley Home, and directed them to build a red brick, stone trimmed building and shops, to cost \$150,000, with a library costing \$10,000, and apparatus and equipment \$10,000.

She charged her trustees with their task in the following language.

"That my said executors and trustees and their successors take all necessary steps to put and continue said Institute in active and successful operation upon the surest and soundest basis conformable to the true intent and meaning of this bequest. That they procure and employ the best and most efficient officers, agents, professors and teachers in their power to obtain and that they administer all the affairs of said Institute and its resources upon sound, economical and comprehensive principles, solely with the view of making it in the

greatest degree useful and productive of good results in the present and future years. And that they procure to be effectually taught in said institution such practical and useful arts, sciences and learning as are usually taught in Polytechnic Schools in the United States, so far as their means and resources shall allow; and if in the future the resources of said institution shall warrant, and the wants of the people in the vicinity require it, there be added such courses of study and means of instruction in mathematics, history, modern languages, literature and the fine arts as said executors and trustees and their successors shall deem advisable. But the course of instruction in the practical and useful arts and sciences shall not give way or be crippled or impaired to make room or resources for any others, it being the first object of this Institution to furnish its students with the means of living an independent, industrious and useful life by the aid of a practical knowledge of the useful arts and sciences.

It is my wish that students both male and female be admitted to said Institute upon such credentials, examination and terms as my said executors and trustees or their successors shall prescribe but that its advantages be brought within the reach of all as nearly as practicable; and that said executors and trustees prescribe and enforce such wise and liberal rules and regulations for government of said Institution as they may deem best to promote its welfare and preserve the purity of character and good morals of all persons connected with it, and that neither in the terms of admis-

sion, in the treatment of students, in the selection of officers, agents or professors or in the appointment of executors and trustees as herein provided, or in any matter whatever connected with said Institution shall there be any distinction or preference on account of sect, creed, nationality, politics or party, but, with a view to its greater usefulness, said Bradley Polytechnic Institute shall be and remain non-sectarian, non-political, and non-partisan."

The growth of the idea of Bradley Polytechnic Institute was continuous. Nearly every year a codicil was added or an entire new draft of the will made. The last general revision of the will was made in September, 1892. Up to this time all the wills and codicils had provided for the inauguration of the work of the School after Mrs. Bradley's death. In this revision, however, she used the following language. "It is my will that as soon as practicable after my decease my said executors and trustees or their successors proceed to erect, furnish and prepare for use suitable buildings within the means aforesaid for said Bradley Polytechnic Institute, unless I shall have already done so, in which case they shall continue the work begun by me." During this year Mrs. Bradley had secured the Parsons Horological Institute from La Porte, Indiana, and had brought the school with one hundred pupils and a full corps of teachers to Peoria, and installed them in the Peoria Watch Company buildings near this campus.

Mrs. Bradley considered this school a practical one illustrating in a measure her idea of useful arts and

sciences, and she thought it might be instructive to her and her trustees to have some experience before commencing the larger school. I am sure this has proved to be true. We have all had much experience of various kinds with this school. But I am also sure the results have been satisfactory to everybody. The sphere of influence of this department of Bradley Institute is wider than any other. Its students are from every country in the world, and its graduates are certainly living "independent, industrious and useful lives by the aid of a practical knowledge of the useful arts and sciences" as Mrs. Bradley desired.

The growth of the estate kept pace with the idea. In the twelve years, 1885 to 1897, the year in which the school was founded, the value of the estate doubled, and the annual income nearly doubled. The largest total reached by the estate was in 1897, \$2,225,000. The cost of the buildings and equipment brought the assets down to \$1,800,000 in 1900. Since that time there has been a gradual approach to the \$2,000,000 mark again.

Dr. Harper was the one directly responsible for the change of plan by which the whole school was inaugurated during Mrs. Bradley's life. Mrs. Bradley had sent me to Chicago to meet Judge Grosscup, Dr. Gunsaulus, Mr. Armour and others, and get figures in regard to the running expenses of Armour and Lewis Institutes, and after seeing them I went to the University of Chicago, where Clarence Comstock was then doing some work in Mathematics. He took me to Dr. Harper's



RUDOLPH PFEIFFER



library, introduced me to him, and we had a long talk over the whole situation. Dr. Harper's conclusion was that we had already reached the point when the school should be founded, and he proposed to come down and see Mrs. Bradley and convince her it could be done. Within ten days the matter was settled. November 16th, 1896, the Institute was organized at Mrs. Bradley's house, and it is an interesting fact that the greater part of the charter of the Institute is copied with slight changes from Mrs. Bradley's will and codicils. At that time Mrs. Bradley entered into written contract with the trustees to provide \$30,000 per annum for the running expenses of the school. Later, in May, 1897, she made a deed to the trustees of her entire real estate, reserving only the life use and management, and from that time she has acted as the treasurer of the Institute. The Institute is already endowed, and the income of the estate, over and above the running expense, is re-invested in the name of the Institute. Mrs. Bradley has passed her 90th year, but still hopes to bring the value of the productive property of the Institute up to an even \$2,000,000 during her term as treasurer.

The Later Years

Helen Bartlett.

Dr. Sisson's feeling reference to the unfinished state of our buildings and grounds on that first Founder's Day, ten years ago, naturally suggests to us the later improvements made possible by the generosity and enterprise of our Founder and our Board of Trustees.

During these ten years the equipment of the Manual Training Department has been perfected, while to it and to the Domestic Economy Department a Teachers' Course has been added. The Drawing Department now has advanced courses in sketching, color, leather and brass-work, as well as in wood-carving. The Chemical and the Physics laboratories have apparatus worthy of a college of the first-rank, among which is a fine reflectoscope for illustrating with views talks and lectures. This instrument is at the disposal of other departments also. The Biology Department offers a strong pre-medical course for prospective physicians. The department of Mathematics possesses a full laboratory equipment for demonstrating the practical value of abstract reasoning, while good wall-maps and hundreds of fine photographs and artistically colored views, purchased abroad, add a living interest to the study of History and of the Ancient and the Modern Languages. Our Library of thoroughly up-to-date reference books for each department has far out-grown the space allotted to it. Pictures and other works of art are gradually relieving the bareness of our walls. An organ lends dignity and sweetness to our chapel music, while a well-trained orchestra is an important factor in the success of all our public functions. Thanks to Mrs. Bradley's watchfulness and care, our buildings are not allowed even to grow shabby, but every summer are thoroughly renovated so that they are fresh and inviting to welcome back their occupants in the autumn. Each year our spacious grounds are more charming, and in its cement

walks, tennis courts, athletic field, wide lawns, flowering shrubs and spreading shade trees, Bradley affords a refreshing contrast to similar institutions that are necessarily wedged in between the lofty buildings and annoyed by the smoke and uproar of a great city. That our students fully appreciate these open-air privileges, no one who passes through our campus on a bright spring day can doubt.

The faculty of Bradley Polytechnic Institute consisted originally of fourteen instructors, of whom five are still with us. They had been trained at thirteen different institutions, representing the best of the state universities, the large endowed universities, the smaller colleges, the foremost women's colleges, and the technical schools. Several had won special scholastic honors, and almost without exception they had earned college degrees, ranging from the bachelor's to the Doctor of Philosophy, which was held by four. At the head of the teaching body stood President William R. Harper, always ready to advise and help, and to his wonderful, unfailing interest and wisdom, this school owes a never-to-be-forgotten debt of gratitude. The first Director, Dr. Edward O. Sisson, brought to the task of founding a great school youth, enthusiasm, and a tact that from the start evoked in the student body the spirit that has ever since predominated in Bradley, a spirit of confidence between pupils and teachers, a loyalty to the school that has led teacher and taught to pull together instead of asunder. Our present Director, Dr. T. C. Burgess, did not join us until the second year,

although from the first he was nominally a member of the Faculty. He was present on our first Founder's Day, and from the beginning had kept in such close touch with the school and its ideals that his assumption of the office of Director occurred without the slightest jar or friction. As Dean of the Higher Academy and College through five years, he had already won the warm affection of the students and the deep regard of the Faculty. Under his calm, wise rule, the Institute has gone steadily onward and upward along the path marked out by its founders. For themselves, the Faculty have apparently chosen the watchword, Growth, attained by wider study, original research, literary work, or travel. During their sojourn at Bradley several have obtained higher degrees, others have contributed to periodicals or have published books, while a number have spent their leave of absence in travel and study in Europe.

Very large schools or universities doubtless offer in some respects advantages superior to those of smaller educational institutions, but their greater size precludes the close, friendly relation between teacher and pupil, which is possible in a school like ours, a relation that may be a benefit and a joy to both parties. To the teacher, in spite of the extra demand on time and strength, such a relation brings the delight of living again in young lives and the opportunity for personal influence and practical help. And to the student, what may not such a close friendship mean? The aim of our Faculty has always been to foster this mutual friend-

ship, to impress upon the student that he is free to come at all times to Dean or teacher with his perplexities, intellectual or otherwise, and the students have responded to these friendly overtures with gratifying cordiality. In many cases this friendly connection has continued through the university, and even on into more active life.

Sometimes students ask, "What are your rules?" We have none, except the rule, "Be a gentleman, be a lady," or better, "Be manly, be womanly." Discipline is here reduced to a minimum, for when there is no antagonism to authority, when Faculty and students are working together for the best welfare of the school, where is the need of discipline? Personal Responsibility is the watchword for the student, even as Growth is for the Faculty. The student is never under rigid surveillance but is expected to be true to his best self. It is always cheering to note how generally our students justify this trust in them—how careful they are not to ill-use or mar this beautiful building, how courteous they are to their teachers. Jolly and sometimes noisy, yes! but rarely are they rude.

Our revered Founder desired that in some way this school should inculcate ethics and right living as exemplified in the religion of Jesus Christ, and our Faculty have ever felt deeply that their first duty was character building, not so much through formal instruction as by example and by the thousand indirect methods open to every earnest teacher. Moreover, each morning brings the school together for a short

religious service. Every effort has been made to add variety and interest to these assemblies by introducing good music as well as by short, practical talks from members of the Faculty or invited guests. A branch of the Y. M. C. A. and one of the Y. W. C. A. are well supported by teachers and students, under whose supervision several Bible classes are conducted.

The social and recreative side of student life finds expression in social clubs with occasional parties, in athletics, and in other student organizations. But the thing absolutely necessary to the best social and physical development of our boys and girls is still lacking—an adequately equipped gymnasium with a hall for social events.

In comparison with the two hundred and seventy years of Harvard or the eight or nine centuries of Oxford and Cambridge, our ten years are but babyhood, yet these years are enough to aid us in judging whether Bradley Polytechnic Institute has an excuse for being, whether it has met a real need. The nearly six hundred students that overfill its two schools are perhaps a sufficient answer to this query, but an even more convincing proof of the value of the school is the success of its graduates. At the close of our last catalogue are a half dozen pages of very interesting matter, a brief history of the graduates of our college from 1898 to 1906. Out of one hundred and twenty-eight graduates, seventy-two have continued their studies at college, university or technical school and have won higher degrees. Fourteen have been engaged in busi-

ness, two are chemists, five mechanical or electrical engineers, three draftsmen, one a physician, two clergymen; forty-five have taught, of whom twelve have positions in colleges or polytechnic schools; one is an examiner in the Patent Office at Washington. While we heartily endorse higher education for our girls, we also approve of marriage for them, and it must be remembered that our Domestic Economy Department is especially adapted to preparing girls to be homemakers. Hence it may be of interest to note that ten of our fifty girl graduates are married, and as all are still young, and are attractive, there is a similar outlook for the remaining forty. These statistics certainly show that our school has fitted young people for worthy positions in many different callings demanding a high grade of intellectual development. Our course of study seems also to have solved a vexed problem, how to hold boys through a high school course and even into the college, for of one hundred and twenty-eight graduates sixty-three are young men. Including the last class with eight graduates from the Teachers' Course there are one hundred and thirty-two graduates, of whom sixty-five are men. Are not the one hundred and thirty-two young people who are prepared not only to make their way in this difficult, competing world but also to get the deepest enjoyment out of life, as well as to put into life the best work and the most intelligent service, are not these rationally educated young men and women the best return that we can render Mrs. Bradley on this tenth Founder's Day, and the most

appropriate gift for her 90th birthday, as a thank-offering from the people of Peoria for her great and wise generosity to the community in which she has lived through many years?

Annual Statement of the Director

June 21, 1907.

Theodore C. Burgess,

The Institute feels that no slight honor is conferred upon it by the presence as the orator at this our tenth Convocation of the Chancellor of the University of Nebraska—E. Benjamin Andrews. His services to the cause of education are familiar and have won for him the permanent recognition which they deserve—as President of Brown University, next and perhaps the most important in ultimate, if not in immediate, influence and results, as Superintendent of schools of the city of Chicago and in recent years as Chancellor of one of our important State Universities. The Institute is deeply appreciative of his courtesy in coming at our summons from a distant city and joins with its many friends in thanking Chancellor Andrews for the address to which we have just listened.

With the exercises of this evening Bradley Polytechnic Institute closes its tenth year. The presence for ten years of an institution for higher education in any city ought to mean much for that city's welfare and advancement in all that tends toward rectitude and enduring progress. The Institute is the result of plans long cherished and carefully pondered by our revered



ZEALY M. HOLMES



founder. But the actual realization of these plans came with remarkable rapidity. The advice of the late William R. Harper whose services to the Institute from its formative days to the date of his untimely death can hardly be over estimated, led to the selecting of an earlier date for its founding than had before been contemplated and also had much to do in determining the character of the institution. A charter was quickly secured and seven trustees appointed. The first meeting of the trustees was held ten years ago last fall, November 16, 1896. In less than one year—to be exact, before October, 1897—a wonderful work had been accomplished. Two buildings had been planned, erected and equipped, a faculty gathered, a curriculum arranged, a body of students enrolled, and regular school work begun.

What has been accomplished for Peoria and this immediate vicinity by Bradley Institute in the ten years that have elapsed since its founding in October, 1897? Calmly, without ostentation the Institute has made a sustained, conscientious effort to offer to the people of this city and community a practical and efficient type of education. It has aimed to be a school which should present great variety of opportunities and unusual advantages for their realization. This aim has been directed and controlled by the firm conviction that sturdy upright character is the real foundation of progress and success. The faculty has endeavored by daily chapel exercises, by personal example and individual effort to cultivate in every student who has

attended the institute noble and symmetrical ideals and persistence of purpose in attaining these. What the results have been it is impossible fully to estimate.

The exact contribution of a college or secondary school to the community in which it is situated is beyond our power to measure. Much of its work, many of its results are visible but the greater, and perhaps the better part, does not readily admit of analysis or estimate. Its influence for good issues in a thousand forms and moves on in later generations, affecting every phase of life. The work of an institution can be judged, but only in slight part, by the number and character of its graduates. The graduates from the college at Bradley during these ten years make a total of one hundred and forty-three, seventy-five young women and sixty-eight young men. Forty-eight of those have since completed a full college course. Forty-one more are still continuing their studies and about forty have gone directly from our own graduation to business or teaching or a similar occupation. The graduates of Bradley have found it possible to complete their college course in two years in our leading colleges and universities, securing here the college work of the first and second years at vastly less expense and in most cases with better instruction, since many of our largest institutions place their Freshmen and Sophomore work in the hands of young and inexperienced teachers. Their further study has been carried on in a great variety of Institutions—Chicago, Michigan, Illinois, Missouri, Northwestern, Cornell, Smith, Dartmouth, Princeton, Oberlin,

Harvard, Massachusetts Institute of Technology, Mt. Holyoke, Armour Institute, Lake Forest and others. Over fifty of our graduates have become teachers, thirty-one of them in the city of Peoria and others in high schools in this and neighboring states. We have an alumnus upon the faculty of Williams College, Rose Polytechnic Institute, Pratt Institute, St. Louis University. Thirty-five have entered upon some form of business; the ministry, law, medicine—each has its representative. One of our graduates has won the Ph. D. degree at a German University, another is still engaged in that undertaking. Several have been honored with the Phi Beta Kappa key, one at Dartmouth and another at the University of Chicago. Fellowships, scholarships and other honors have given evidence of the success of our graduates in their studies.

The Institute offers five distinct groups or courses of study. Our graduates are distributed among these as follows: forty-five from the Science Group, twelve from the Engineering, twenty-seven from the Classics, fifty-seven from the Literature and two from the Mechanic Arts. The larger number in the Literature group is due to the fact that most young women take this line of work. The majority of the young men choose engineering or mechanic arts but fewer have completed these courses owing to several facts; chiefly that few high schools offer work leading to engineering or mechanic arts and accordingly few are able to enter with preparation for that line of work. Then too the more direct, practical bearing of these courses offers

greater temptation to withdraw from the school and to accept some remunerative position before completing the course of preparation which it would be desirable to have.

Only since 1901 have we graduated classes from the academy. During these seven years one hundred and forty-four have completed the academy course. Sixty-three of these have gone on with their studies here and have already graduated from the Institute. Many are still among our students. Most of the others have continued their education at Vassar, Smith, University of Illinois, Cornell, Harvard, University of Chicago and others of our leading institutions. These students are accepted upon our certificate in every institution which accepts students from any school.

The graduates of an institution represent but a fraction of its product and form no full measure of its influence. Especially is this true where secondary education, as well as college, is involved. The past ten years have seen a large body of students in attendance at Bradley Institute. The total number of different individuals at Bradley Hall, the Horological department and summer school has reached about 4000. At Bradley Hall these have come chiefly from Peoria and adjoining counties. In the Horological department the reverse is true. During the ten years students have come to the Horological department from every state in the Union, except Nevada, New Hampshire and Delaware. Many distant parts of our country have sent large numbers. There have been more than sixty

from Texas and thirty from California, four from Idaho, six from Florida, four from Maine, fifty-eight from Pennsylvania and correspondingly increased numbers from states nearer by us.

During these ten years the faculty at Bradley Hall has increased from fourteen to twenty-eight and in the Horological department from five to six making a present total of thirty-four. Six members of the original faculty are still connected with the Institute, Mr. Westlake, Miss Bartlett, Mr. Bennett, Mr. Wyckoff, Mr. Comstock, and the present Director. Many have been taken from our faculty to assume positions of importance in other institutions. Former members of this faculty are now connected with the faculties of Princeton, University of Illinois, St. Louis University, Coe and Doane Colleges in Nebraska, University of Washington, Kansas Agricultural College, University of Chicago, University of Idaho, Lawrence, Hanover, Wabash, and Lincoln Colleges.

This tenth year has very appropriately witnessed the largest enrollment of students in the Institute's history. The total has been seven hundred and eleven as against a little more than six hundred for any previous year. The increase has characterized the Horological Department as well as Bradley Hall. Two hundred and twelve students have been enrolled in Horology this year. There is no fixed time for entering or leaving and so in that department there is a constant coming and going. The largest number present any given week has been one hundred and nine. A new appreciation of the reputation of this department comes from

the fact that these 212 students have come to Peoria from more than 30 different states.

A most welcome feature of the enrollment for the present year has been the increase in the number of college students. We report this year a total of one hundred and four in our college, making the classification as rigid as that employed in our best universities. The largest number for any preceding year has been eighty-three. We gain somewhat in the interpretation of these figures by comparing our college with other colleges in this state. Our largest institutions, University of Illinois, Chicago, Northwestern, Armour Institute, form a class by themselves. Setting aside these four there are but five colleges in our state with a larger college enrollment than our own. These are Monmouth, Knox, Lake Forest, Lewis Institute and the James Milliken University. Nearly fifty institutions in Illinois with the title college have fewer strictly college students than we.

Another very pleasant feature of the work at Bradley Hall this year has been the request on the part of ladies in the city for special classes in sewing and cooking. The work has been entered into with great enthusiasm by all who joined and has proved a source of pleasure as well as of advantage. The Institute believes that in giving opportunities for such "House-Keeper's Courses" it is doing for Peoria one of the services for which it was founded. Plans for similar courses for next year are already being formed.

Several changes in the curriculum will go into effect next year. Physiography has been dropped and a new course in English has been added at the beginning of the first year. The Engineering Group has been worked over but without very numerous or radical changes. Many of our students, especially in the Engineering Group, wish after graduating here to continue their work at the University of Illinois. Our present arrangement renders it possible to do this more easily than heretofore. Students in the Lower Academy who are expecting to enter this group are now allowed to take German in place of Latin in the second year. The other changes in this and other groups are comparatively unimportant and may be left without separate mention here.

The trustees have granted leave of absence for one year to two members of our faculty. Mr. George C. Ashman of the department of Chemistry will continue his study at the University of Chicago. Mr. W. H. Bryan, now teaching at Highland Park, Ill., an experienced and successful instructor, will take charge of this work. Leave of absence for one year has also been granted to Miss Helen Bartlett for travel in foreign lands. The position of Dean of Women will be taken for the year by Miss Duncan. The additional assistance required in the Modern Language Department will be rendered by Miss Bertha Reed now a graduate student at Bryn Mawr. Miss Reed has had successful teaching experience in German and in addition to her work at

Bryn Mawr has enjoyed two years of study in German universities.

The summer school for 1906-7, devoted to Manual Training and Domestic Economy, proved the most successful in the series bringing together eighty students from seventeen states, some as far distant as California, Texas and Canada. A similar school will be held here this summer from July 1st to August 3rd.

The numerous literary and technical organizations of the Institute have enjoyed a prosperous year. I can refer to but one, the important work done by the various debating clubs. The climax was reached in a public debate last March in which genuine college qualities were displayed. Plans are practically complete for a contest for the coming year with one of our neighboring colleges.

A little more than one year ago castings for a new steam engine were purchased. Faithful and excellent work has been done by students and instructors in building this new engine and it is now practically ready for use, making a valuable addition to our power plant and also furnishing interesting evidence of the practical character of the work done in our shops.

Our library has long since grown beyond the space originally allotted to it. The conditions have become intolerable and for another year we hope to have them improved. Additional space for books will be secured and during the coming year the library will be catalogued and thus vastly increase its usefulness.

For more than two generations fraternities have maintained themselves in most of our colleges. Some institutions have opposed them but a far larger number have looked upon them with more or less favor, and their position to-day is in many respects more honorable and their standing more secure than ever before in their history. It is accepted by most that there are dangers and evils connected with college secret societies but the general feeling is inclining more and more to the belief that the advantages which they offer more than out-balance these. The past few years have seen a very vigorous effort to introduce fraternities and sororities into high schools. As soon as the character and effect of such organizations in secondary schools was realized they were discouraged or placed under what was hoped would prove prohibitive restrictions by high school faculties and school boards. The opposition to them has been so general and so pronounced that within the past year several states have passed laws excluding such organizations from secondary schools in the states affected. College Greek letter societies as a rule look upon high school fraternities with disfavor, in some instances refusing to receive as a member a person who has joined one of these organizations.

Fraternities and sororities have existed at Bradley Institute somewhat against the better judgment of the faculty, but without open opposition. It was held by some (I believe wrongly) that such organizations might properly be left to the control of parents since so much of their activity lay outside the school. A different

view has always been held by many members of the faculty and recently has prevailed with practical unanimity.

There are theoretical and practical objections to these organizations among younger students which those recognize who do not strongly object to them in college years. It is clear that some of these objections apply with less force here than in many schools if we are to judge of others by common report. But there has been here on the part of the faculty a growing conviction that the existence of such organizations in our academy was upon the whole disadvantageous. All the questions involved have been fully discussed during the present year and at the meeting of the faculty for May 20th, it was voted to restrict membership in fraternities and sororities to the college years. This includes rushing. The faculty also voted to reopen the entire question not later than three years from this time. The faculty holds on the one hand that there are no advantages of importance arising from secret organizations in our academy which cannot be obtained without them and on the other hand that such organizations are unwise for students of the high school age as being by their very nature selfish and undemocratic, tending inevitably to divide a school into exclusive if not hostile factions; giving a false idea of life, through being too expensive, giving too much prominence to purely social affairs, occupying too much time and thought with subordinate matters to the detriment or exclusion of the more serious and profitable side of

school life. They are especially unnecessary where, as here, a large proportion of the school body live at home.

Social distinctions will exist, there will be groups and divisions in a school in spite of all that may be done. Such is human nature, but if left alone these groups shift freely, changing as one grows older and acquires new and higher ideals. At the age and degree of maturity which belongs to the high school, the fraternity or the sorority compels ten or fifteen young men or young women as the case may be, to enter into a bond which says irrevocably that the other members of this organization shall be his special companions and friends during the time he is connected with this school, be it one, three or six years. If a mistake has been made there is no retreat. Such a situation for persons of such an age is fundamentally wrong. It is dangerously productive of evils that friendships should be formed under the restriction or compulsion of an organization. The ten or fifteen or more young men or young women of high school age who compose such an organization are destined to develop differently. Even the space of one year will demonstrate this. Some of these will naturally continue their friendship through life, others should more properly fall into new groups. The fraternities and sororities create an artificial and permanent set of associations at the very time when every person should be free to make friends without restrictions, when and where he pleases, to change them as one develops or as one comes into contact with

new companions. Immature minds should not be called upon to make a permanent choice of friends. To put it in a general way young students should have a broad social horizon. In view of these and other facts it has been decided to exclude fraternities and sororities from the Academy at Bradley. Hereafter only College students will be permitted to join such organizations.

The Founder's Day exercises of the present year were made memorable by the statement that through the kindly interest of Mrs. Bradley a gymnasium would be erected at sometime during the coming year. This announcement was received with great enthusiasm and this feeling still continues. Much time has been devoted to a consideration of plans and these are beginning to reach somewhat definite form. The gymnasium will prove a most valuable addition to our equipment. During the coming summer the Athletic Field will be enclosed with an iron fence seven feet in height with suitable gates. This will be a permanent improvement and one which has long been needed.

In closing let me make appreciative mention of the unselfish interest in the good of the Institute which has been manifested in many ways and on many occasions by our school body during this school year. A sympathetic and loyal body of students is a most important condition of successful work.





THE ORIGINAL BOARD OF TRUSTEES, March 7th, 1902.

Historical Sketch

General Statement

Bradley Polytechnic Institute, Peoria, Illinois, was opened October 4th, 1897. Its founding was the result of plans formed years before. Mr. and Mrs. Tobias S. Bradley of Peoria originally purposed to endow a school as a memorial to their deceased children. With this in view they visited a number of prominent institutions. In 1867, before the execution of their plans, an accident caused the death of Mr. Bradley. The management of a large estate was thus suddenly thrown upon the widow. Mrs. Bradley was without experience in business affairs but soon proved that she possessed unerring good judgment and business ability of the highest order. Under her care the estate of about one half million was not only preserved but steadily developed and increased. After some years Mrs. Bradley entered again upon the plans which had been begun in her husband's lifetime and the general outline of the institution which she wished to found was formed practically as it is now seen in the constitution of the Institute. These plans involved thorough deliberation and investigation lasting through many years. In establishing Bradley Institute it was her intention to afford the youth of Peoria and surrounding counties the opportunity to secure a practical and serviceable education and particularly to teach them to work and to regard work as honorable. This school was to be started after her death but upon consultation with President Harper of the University of

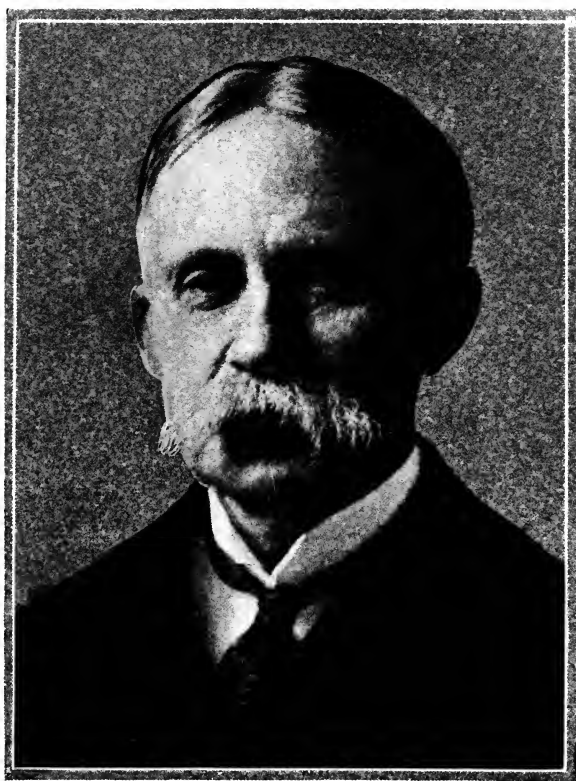
Chicago, and other prominent educators of the middle west she determined not to delay its inauguration. A charter was applied for in the fall of 1896. A Board of Trustees was selected and their first meeting held on the sixteenth day of November 1896. The original Board of Trustees was constituted as follows:

Oliver J. Bailey	. . . . .	Peoria
	President	
Leslie D. Puterbaugh	. . . . .	Peoria
	Vice-President	
Harry A. Hammond	. . . . .	Wyoming
	Secretary	
William R. Harper	. . . . .	University of Chicago
Rudolph Pfeiffer	. . . . .	Peoria
Zealy M. Holmes	. . . . .	Mossville
Albion W. Small	. . . . .	University of Chicago

The Board and its officers remain unchanged except for the vacancy caused by the death of President William R. Harper of the University of Chicago in January 1906. His place upon the board was filled by the election of President Harry Pratt Judson of the University of Chicago.

Upon the request of the Trustees the Institute was granted affiliation with the University of Chicago.

Mrs. Bradley entered into a contract with the Trustees to provide an annual income to support the school during her life time and provided in her will for a permanent endowment consisting of the greater part of her estate. At the same time a deed for nearly twenty acres of ground in the western part of the city



HARRY PRATT JUDSON



was presented to the Trustees as a site for the Institute buildings and \$160,000 was set apart for building and equipment. Large additions were made to this fund as the buildings progressed. During the spring and summer of 1897 two buildings were erected and equipped, Bradley Hall and the Horological Building. Formal dedicatory exercises were held at Bradley Hall on the 8th of October, 1897, four days after the opening of its doors to students. This date is observed with appropriate exercises each year as Founder's Day. President Harper of the University of Chicago, President of the Faculty of Bradley Institute, presided and the dedicatory address was delivered by Lyman J. Gage, Secretary of the Treasury of the United States. The audience taxed the capacity of the building to its utmost. Delegates were present from almost every college in Illinois and from several neighboring states. The occasion was an impressive one. A banquet was given at the National Hotel in the evening to invited guests and a general reception was held immediately following. The regular work of instruction began a little less than a year from the date at which definite plans were first discussed. Of necessity much work was still in progress. The unfinished state of the building rendered it necessary to limit the number of students to be accepted for the first year to one hundred and fifty. The full number presented themselves for work upon the opening day.

The Horological Building (Horology Hall) was dedicated November 19th with an address by Theodore Gribi of Chicago. This building was erected to accom-

moderate a school to teach watchmaking and allied trades. It was purchased by Mrs. Bradley in 1892 and moved to Peoria from LaPorte, Indiana, where it was established in 1886. The present building and its equipment is probably the most complete of any for its purpose in the world. It has grown steadily in the thoroughness of its work and in the number of its students. There are now enrolled about one hundred students. There were in all during the past year (1906-7) about two hundred. These students come from every part of the United States. Since the founding of the Horological School students have come to it from every state in the Union with the exception of Nevada, Delaware and New Hampshire. Several have come from foreign countries. The Horological School has the following departments: Elementary Watchwork, Finishing, Engraving, Jewelry, Clock work and the Department of Optics. In 1897 the Horological School was made a part of Bradley Institute under the care of the Trustees and Director. The Horological School has no terms or vacations. Its work is continuous. Instruction is almost entirely individual rather than in classes. The student enters at any time and remains until he has completed the work for which he had planned.

Bradley Hall contains the other activities of the school. It admits students who have completed the work of the eighth grade and presents a six year course of study, including such subjects as are usually taught in academies and the first two years of college, and in addition to these Manual Training and Domestic Econ-

omy. Four years of the work belongs to the high school period and two to the college, fitting one to enter the junior year of the best colleges, universities or engineering schools. After the second year of the course the student may specialize by choosing a group of studies emphasizing some special subject. The following groups are offered: Science, Engineering, Classics, Literature, Mechanic Arts. Upon completion of the work of one of these groups the student is granted a diploma and the title Associate in Arts, Literature, or Science as the case may be. The Institute presents unusual opportunities for those interested in Manual Training and Domestic Science. A Teachers' Course is given for those who wish to become teachers of either of these subjects. These teachers' courses were begun in the fall of 1905 and have proved a distinct success. The completion of the Teachers' Course for Manual Training or that preparing for Domestic Science entitles the student to a Teachers' Certificate. The Institute has the following departments: Biology, Chemistry, Domestic Economy, English, German and French, History, Latin and Greek, Manual Arts, Mathematics, Physics. At the opening of the Institute the number of students was limited to one hundred and fifty; that number has since been increased until during the year 1906-7 there were seven hundred and nine students enrolled, five hundred and eleven in Bradley Hall, one hundred and ninety-eight in the Horological school and eighty in the summer school. The school year is of thirty-six weeks divided into three quarters, beginning

the last week in September and closing about the 20th of June. For the past four years a summer school of Manual Training and Domestic Economy has been held beginning early in July and lasting for five weeks. Ninety-eight students attended the summer school of 1907. Almost all of these were teachers of Manual Training or Domestic Science and they came from many different states.

In 1904 a station of the United States Weather Bureau was established in a separate building erected by the Government at the north end of the campus. This station is under the care of Dewey A. Seeley as forecaster. Mr. Seeley gives instruction and lectures in classes at the Institute at different times as may seem suitable.

At the Founder's Day gathering October 8, 1906, announcement was made that Mrs. Bradley would soon erect upon the campus a gymnasium, to cost with its equipment in the neighborhood of \$75,000. Plans for this gymnasium are now well developed and within a few months the actual work will be begun. It is expected that this gymnasium will be attractive in exterior and fully equipped. The plans include a natatorium, bowling alley, rooms for social purposes, etc.

Faculty of the School of Arts and Sciences

As Constituted for the School Year 1907-8

Officers of Administration

THEODORE C. BURGESS	{ <i>Director of the Institute</i> <i>Dean of College and</i> <i>Higher Academy</i>
DOROTHY DUNCAN	<i>Dean of Women</i>
CHARLES TRUMAN WYCKOFF	<i>Dean of Lower Academy</i>
CLARENCE ELMER COMSTOCK	<i>Recorder</i>

Officers of Instruction

THEODORE CHALON BURGESS, PH. D.,
Professor of Greek and Latin.

A. B., Hamilton College, 1883; A. M., *ibid.*, 1886; Head of Classical Department, Fredonia (N. Y.) State Normal School, 1883-96; Graduate Student in Greek, University of Chicago, 1896-7; Fellow in Greek, *ibid.*, 1897-8; Ph. D., *ibid.*, 1898; Assistant Professor of Greek, University of Chicago, Summers, 1900-05; Professor of Greek, *ibid.*, Summers, 1907-8; Assistant Professor of Greek and Latin, Bradley Institute, 1897-1904.

CHARLES ALPHEUS BENNETT, B. S.,
Professor of Manual Arts.

B. S., Worcester Polytechnic Institute, 1886; Machinist and Draftsman with Brown & Sharpe Manufacturing Co. and Putnam Machine Co., 1886-7; Teacher of Manual Training, High School, St. Paul, Minnesota, 1887-8; Principal of Manual Training High School, St. Paul, Minnesota, 1888-91; Professor of Manual Training, Teachers' College, New York City, 1891-7; Editor of *Manual Training Magazine*; Assistant Professor of Manual Arts, Bradley Institute, 1897-1904.

*HELEN BARTLETT, PH. D.,
Professor of Modern Languages.

Student in Berlin, 1882-4 and 1890; Teacher of German, Peoria High School, 1884-9; Assistant Principal, 1887-9; Student Newnham College, University of Cambridge, England, 1889; A. B., Bryn Mawr College, 1892; A. M., 1893; Ph. D., *ibid.*, 1896; Graduate Student in English and German, Bryn Mawr College, 1892-5; Fellow in English, *ibid.*, 1893-4; Holder of the American Fellowship of the Association of Collegiate Alumnae, 1894-5; Instructor in German, Portland Academy, Portland, Oregon, 1896-7; Student at University of Berlin, Spring and Summer, 1905; Assistant Professor of Modern Languages, Bradley Institute, 1897-1904.

*On leave of absence.

CHARLES TRUMAN WYCKOFF, PH. D.,
Professor of History.

A. B., Knox College, 1884; A. M., *ibid.*, 1887; B. D., Chicago Theological Seminary, 1887; Head of English Department, Osaka Middle School, Japan, 1888-9; Instructor in English, Doshisha University, Kyoto, Japan, 1889-91; Lecturer on the History of Sacred Music, Chicago Theological Seminary, 1901-3; Graduate Student of History and Political Science, University of Chicago, 1894-96; Fellow, *ibid.*, 1896-97; Ph. D., *ibid.*, 1897; Instructor in History, Bradley Institute, 1897-1900; Assistant Professor, *ibid.*, 1900-1904.

CLARENCE ELMER COMSTOCK, A. M.,
Assistant Professor of Mathematics.

A. B., Knox College, 1888; Instructor in Mathematics and English, Blackburn University, 1888-9; Instructor in Mathematics, Knox College, 1889-92, 1893-94; A. M., Knox College, 1891; Graduate Student in Mathematics, Johns Hopkins University, 1892-3, 1894-5; University of Chicago, 1895-6; Instructor in Mathematics, Princeton-Yale School, Chicago, 1896-7; Instructor in Mathematics, Bradley Institute, 1897-1902.

FREDERIC LENDALL BISHOP, PH. D.,
Assistant Professor of Physics.

Student, Literature and Language, Boston University, 1894-5; S. B., Massachusetts Institute of Technology, 1898; Graduate Student, *ibid.*, Summer, 1898; Graduate Student in Physics, University of Chicago, Summer, 1900; Winter and Spring, 1905; Ph. D., *ibid.*, 1905; Associate in Physics, Bradley Institute, 1898-1900; Instructor, *ibid.*, 1900-1903.

WALES HARRISON PACKARD, S. B.,
Assistant Professor of Biology.

S. B., Olivet College, 1894; Fellow in Zoology, University of Chicago, 1895-8; Instructor in Zoology, Marine Biological Laboratory, Woods Holl, Mass., Summers, 1895-99; Research Work, *ibid.*, Summers, 1905-6; Instructor in Physiology, University of Chicago, Summer, 1903; Associate in Biology, Bradley Institute, 1898-1901; Instructor, *ibid.*, 1901-04.

*GEORGE CROMWELL ASHMAN, M. S.,
Assistant Professor of Chemistry.

B. Sc., Wabash College, 1895; Graduate Student and Instructor in Chemistry, *ibid.*, 1895-6; Teacher Physics and Chemistry, Frankfort, Ind., High School, 1896-1901; Teacher Physics and Chemistry, Illinois State Normal School, Charleston, Summer, 1901; Graduate Student, University of Chicago, Summers, 1897-1900; M. S., *ibid.*, 1905; Associate in Chemistry, Bradley Institute, 1901-3; Instructor, *ibid.*, 1903-5.

*On leave of absence.

MARGARET McLAUGHLIN, A. M.,
Instructor in English.

Student, National Normal, Lebanon, Ohio, 1888-92; A. B., *ibid.*, 1890; L. L. B. by examination before committee of Supreme Court of Ohio, 1892; Instructor in English, National Normal, Lebanon, Ohio, 1896-1901; Lewisville Academy, Lewisville, Texas, 1901-2; Graduate Student, Yale University, 1902-4; University of Chicago, 1904-5; A. M., *ibid.*, 1905.

HELEN MORRISON DAY, B. S.,
Instructor in Domestic Economy.

Diploma for teaching Domestic Science, Teachers College, 1903; B. S. Columbia, 1907; Assistant in Domestic Science, Teachers College, 1903-6; Instructor and Lecturer in Domestic Science Extension Department, Teachers College, 1906-7; Lyndhurst Industrial School, 1903-4; Instructor in Domestic Science, Chautauqua, N. Y., Summer, 1907.

CLINTON SHELDON VANDEUSEN, M. E.,
Instructor in Manual Arts.

M. E., Cornell University, 1894; Instructor in Mathematics, Keuka College, 1894-5; Instructor in Woodworking and Mechanical Drawing, Frankfort, Ky., 1895-6; Central High School, Minneapolis, 1896-98; Associate in Manual Arts, Bradley Institute, 1898-1904.

WILLIAM HENRY BRYAN, B. S.,
Instructor in Chemistry.

B. Ped., Ohio Normal University, 1902; B. S., University of Chicago, 1904; Instructor in Physics and Chemistry, DeKalb Township High School, 1904-5; Graduate Student University of Chicago, 1905-6; Instructor in Physics and Chemistry, Deerfield Township High School, 1906-7.

ELIDA ESTHER WINCHIP,
Instructor in Domestic Economy.

Superintendent of Sewing, Kansas State Agricultural College, 1884-97; Associate in Domestic Economy, Bradley Institute, 1898-1904.

WILLIAM FREDERICK RAYMOND,
Instructor in Manual Arts.

Machinist for Warner and Swasey, Cleveland, O., Worthington Hydraulic Works, New York, and Pittsburg Locomotive Works, Pittsburg, Pa. For six years Mechanician, Department of Experimental Engineering, Cornell University. Assistant in Manual Arts, Bradley Institute, 1898-1901; Associate, *ibid.*, 1901-4.

ADELAIDE MICKEL,

Instructor in Drawing.

Graduate Chicago Art Institute, 1900; Designer for Marshall Field & Co., Chicago, 1900-1; Student, School of Education, Chicago, Summer, 1901; Student, Harvard University, Summer, 1902.

MARY BATES BLOSSOM,

Instructor in German and French.

Teacher in Peoria High Schools, 1893-6; Student in Berlin, 1900-2; University of Berlin, 1901-2; Student, University of Chicago, Summers, 1903-4; Student, Guilde Internationale and Sorbonne, Paris, 1905-6.

DOROTHY DUNCAN, A. B.,

Instructor in German and Latin.

A. B., University of Chicago, 1904; Student at the University of Berlin, 1904-5.

FREDERICK HUSTON EVANS, M. E.,

Instructor in Manual Arts.

B. M. E., Kentucky State College, 1903; Draftsman for the Ironton Engine Co., Ironton, Ohio, 1903-4; with Link Belt Machinery Co., Chicago, Summer, 1905; M. E., State College of Kentucky, 1906; Draftsman on Union Stock Yards Power Plant for Sargent & Lundy, Chicago, Summer, 1906.

BERTHA REED, A. M.,

Assistant in German.

Ph. B., DePauw University, 1898; A. M., *ibid.*, 1902; Instructor in Latin and German and Dean of Women, Grand Prairie Seminary, 1898-1900; Instructor in German, High School, Decatur, Ill., 1900-02, 1905-6; Graduate Student in German and English, University of Berlin, 1902-3; University of Zurich, 1903-4; Research work in British Museum, Summer, 1903; Instructor in German, Girls' Latin School, Baltimore, 1904-5; Fellow in Teutonic Philology, Bryn Mawr College, 1906-7.

BERTHA MAY SCULLEN, A. B.,

Assistant in Domestic Economy.

Student Assistant in Domestic Economy, Bradley Institute, 1902-3; Graduate, *ibid.*, 1903; A. B., University of Chicago, 1906.

GEORGE R. COFFMAN, A. B.,
Assistant in English.

A. B., Drake University, 1903; Student Tutor, Greek, 1901-1903; Teacher Public Schools, Moulton, Iowa, 1903-4; Instructor in English, East High School, Des Moines, Iowa, 1904-6; Graduate Student, University of Chicago, Summer, 1905-6; Reader in English, University of Chicago, Summer, 1906.

FRANK CRIERIE,
Assistant in Drawing.

Graduate Massachusetts Normal Art School, 1905; Student under Philip Hale, Art Museum, Worcester, Mass., 1897-9, 1901-4; Graduate Boston Evening Drawing School; Student under Laurin Martin in Arts and Crafts Work, 1904-5; Teacher, Boston Public Schools, 1905; Illustrator for Richards Publishing Co., Boston, Mass., 1906.

MELVIN DEFOREST RENKENBERGER, A. B.,
Assistant in Biology.

A. B., Wabash College, 1906; Teacher Public Schools, Noble Co., Ind., 1895-8; Principal Township High School, La Otto, Ind., 1898-1903.

IVA FRANCES ROCKWELL, A. B.,
Assistant in Latin and Greek.

Graduate Bradley Institute, 1904; A. B., University of Chicago, 1906.

MARTHA SHOPBELL, B. S.,
Assistant in Domestic Economy.

B. S., University of Wisconsin, 1899; Teacher in Wisconsin High Schools, 1899-1902; Student Pratt Institute, 1902-4; Graduate, Normal Domestic Science Course, *ibid.*, 1904; Teacher, New York City Vacation Schools, 1903-4.

KATHERINE FEDORA WALTERS, A. B.,
Assistant in Ancient Languages.

M. Di., Iowa State Normal School, 1904; A. B., University of Michigan, 1906; Teacher, High School, Grand Junction, Iowa, 1898-9; Principal High School, Eldora, Iowa, 1899-1900; Teacher, Keokuk, Iowa, 1900-1; Cedar Falls, Iowa, 1901-4.

JOSEPH STITT BIKLE, A. M.,
Assistant in Mathematics.

A. B., Columbia University, 1903; A. M., *ibid.*, 1904; Teacher, High School, Hagerstown, Md., 1904-5; New Brighton, Pa., 1905-6; Altoona, Pa., 1906-7.

LLOYD HOLSINGER, A. B.,

Assistant in Mathematics.

A. B., University of Michigan, 1907; Substitute teacher, Mt. Morris High School, 1903-4; Principal Eureka School, Polo, Ill., 1905; Principal West Grove School, Forrester, Ill., 1906.

GRACE EATON HAUKE,

Assistant in English and Library.

Student Assistant in English at Bradley Institute, 1906-7; graduate *ibid.*, 1907; Student Iowa Library School, Summer, 1907.

ALICE BEATRICE MEYER,

Assistant in Drawing.

Graduate of Teachers Training School, Davenport, Iowa, 1904; Graduate of Normal Art Department, Chicago Academy of Fine Arts, 1906; Teacher, Sterling, Ill., 1906-7.

DEWEY ALSDORF SEELEY, B. S.,

Lecturer in Meteorology.

B. S., Michigan Agricultural College, 1898; Assistant Observer, U. S. Weather Bureau, Lansing, Mich., 1898; Albany, N. Y., 1898-9; Philadelphia, Pa., 1899-1900; Chicago, Ill., 1900-3, and First Assistant, Chicago, Ill., 1903-5; Observer U. S. Weather Bureau, Peoria, Ill., 1905.

Curriculum.

The courses of study are arranged so that a student may enter at the end of the common school course and continue through six years' work; gaining first, a broad and practical general education, and in addition special preparation for one of the following pursuits: (1) Business, Trade or Technical work. (2) Advanced study in a College, University or School of Engineering. (3) Professional Study in Law or Medicine.

Divisions. The six years of study are divided into three two-year periods, as follows:

1. The Lower Academy (first and second years) corresponding to the first two years of a High School Course.

2. The Higher Academy (third and fourth years) corresponding to the last two years of a High School course.

3. The College (fifth and sixth years) corresponding (according to the group) to the Freshman and Sophomore years in a College, University or Engineering School.

This division of the six years into three parts, each of two years, was made at the founding of the school. A program of studies was made at that time for the Lower Academy, alike for all students, including English, Mathematics, Latin, History, Science, Shop work, Drawing and Sewing. This curriculum has remained to the present time with comparatively little change. In the Higher Academy the original curriculum provided for three courses—Scientific, Literary and Technical,

with the prospect of a commercial course to be announced later if thought advisable. These three courses were continued through the college. The curriculum as then planned was maintained almost without change during the first two years of the Institute's history. During the year 1897-1898 periods of recitation were one hour and a half for all Lower Academy and some of the Higher Academy subjects with two hours for laboratory courses. This longer period might be employed by the instructor, part for recitation and part for preparation of work. At the end of the first year this plan was abandoned and uniform recitation periods of fifty-five minutes established with double periods for laboratory courses. At the end of the second year (spring of 1899) the curriculum was discussed and thoroughly reorganized. The Lower Academy remained practically unchanged but for the Higher Academy and College, six groups were established, Science, Engineering, Classics, Literature, Mechanic Arts and General. These groups have been retained to the present day with comparatively slight changes except the dropping of the General group. Beginning with 1901 the Mechanic Arts group was extended into the Lower Academy. Thus at the present time the student who has completed the work of the Lower Academy (except in the Mechanic Arts group where he has already begun to specialize) may choose between the four remaining groups. In this choice he may have the advice of parents and teachers and this choice will determine the character of his work for the Higher Academy and

College. The work of the academy is so planned that one may secure college preparation in various lines—Classics, Engineering, Literature, Science, or one may pursue the Mechanic Arts course in which the practical side predominates and which does not prepare one for any other institution. The graduates from the academy are accepted upon certificate in colleges where the certificate plan is adopted. One who completes the two years of college work should be able to graduate in two years from the leading colleges or universities. During the past ten years graduates of the Institute have completed the work for the Bachelor's degree in two years in the following institutions: University of Chicago, Cornell University, University of Michigan, Princeton University, University of Illinois, Mt. Holyoke, Dartmouth College, Oberlin College, Massachusetts Institute of Technology, Lake Forest University, University of Wisconsin, Shurtleff College, Augustana College. One of our graduates has been admitted to the junior year in the University of Missouri and another to the junior year at Harvard. All these have been accepted without examination except at Princeton.

Normal Courses in Manual Training and Domestic Economy.

Beginning with the fall of 1905, the Institute has offered courses for those who wish to become teachers of Manual Training or Domestic Science. For the course in Manual Training one is supposed to have a good four year high school preparation including if possible some work in freehand drawing, woodwork and

mechanical drawing and a year of collegiate study. A person with this preparation may complete the work in one year. Many have preferred to take their collegiate work here thus requiring two years beyond the high school.

The course for the teaching of Domestic Economy requires four years of academic work and two years at the Institute devoted to a curriculum almost exclusively concerned with Domestic Economy.

Graduates from these courses have taken positions in many different parts of the country as Pittsburg, Pa.; Seattle, Washington; Bloomington, Indiana; Springfield, Illinois; Kansas City, Missouri; Evanston, Illinois. Many who did not fully complete the requirements for graduation have gone out to excellent teaching positions.

Summer School.

In the summer of 1904 the first session of the summer school was held. This was authorized by the Trustees and thus was made a part of the work of the Institute. It is under the immediate care of Mr. Charles A. Bennett, head of the department of Manual Arts. A session of the summer school has been held each year since. Mr. Bennett has associated with himself other members of the Institute faculty and usually one or two from outside. The school lasts for five weeks, beginning early in July and it gives instruction in a wide range of work in Manual Arts and some courses in Domestic Science. The enrollment in 1904 was fifty-five; in 1905, seventy; in 1906, eighty; in 1907,

ninety-eight. These students have for the most part been teachers or those intending to teach and have come from many states, e. g., Texas, Massachusetts, North Dakota, Washington, Canada, etc.

Courses of Instruction

Offered by the School of Arts and Sciences for the year 1907-8.

Biology.

Academy—Elementary Botany, One Major; Elementary Zoology, Two Majors. College—General Biology, Three Majors; Human Physiology, Two Majors; Bacteriology, One Major.

Chemistry.

Higher Academy and College—General Chemistry, Three Majors. College—Advanced General Chemistry and Qualitative Analysis, Two Majors; Organic Chemistry and Quantitative Analysis, One Major; Special Methods in Advanced Analysis, Three Majors; Chemistry of Foods, One Major. The latter course is especially for teachers of Domestic Economy.

Domestic Economy.

Lower Academy—Sewing, Four Majors, two years' work. Higher Academy—Dressmaking, Three Majors; Elementary Cooking, Three Majors. College—Food and Dietetics, Two Majors. Sanitation, One Major. Courses primarily for teachers—Sewing and Dressmaking, Three Majors; Cooking, Three Majors; Home Decoration, One Major; Household Administration, One Major; Emergencies, Home Nursing and Invalid Cooking, One Major;

Textiles, One Major; Teaching of Domestic Economy, One Major.

English.

Lower Academy—Study of Literature and Composition, Three and One-half Majors. Higher Academy—Study of Literature, Composition and Prose Reading, Three Majors. College—Rhetoric and Composition, One Major; English Literature, One Major; Advanced Rhetoric and Composition, One Major.

German and French.

Higher Academy—(German) Elementary German, Three Majors; Reading and Composition, Three Majors. College—Reading and Composition, Six Majors.

Higher Academy—(French) Elementary French, Three Majors; Reading and Composition, Three Majors.

History.

Lower Academy—Civil Government, One Major. Higher Academy—Greek and Roman History, Two Majors. College—European History, Two Majors; Topics in the Constitutional History of the United States, One Major.

Latin and Greek.

Lower Academy—(Latin) Elementary Latin, Three Majors; Caesar and Prose Composition, Three Majors. Higher Academy—Vergil, Three Majors; Cicero's Orations, Two Majors. College—Cicero, Terence, Livy, Horace, Latin Literature, Three Majors.

Higher Academy—(Greek) Elementary Greek, Two Majors; Xenophon, Anabasis, Three Majors;

Homer's Iliad, One Major. College—Plato, Homer, Odyssey, Sophocles, Greek Literature, Three Majors.

Manual Arts.

Lower Academy—Woodwork and Drawing, Three Majors; Metal Working and Drawing, Three Majors; Free-hand Drawing for girls, Two Majors. Higher Academy—Framing, Wood Turning and Pattern Making, Three Majors; Cabinet Making, One Major; Mechanical Drawing, One Major; Architectural Drawing, One Major; Freehand Drawing, Three Majors; Lettering, One Major; Machine Tool Work, Three Majors; Steam and Electricity, Three Majors. College—Descriptive Geometry, Two Majors; Machine Drawing Design, Three Majors; Machine Construction, Three Majors; Drawing from the Antique and Figure Composition, Three Majors; Design, Two Majors; Woodworking for Teachers, Three Majors; Drawing for Teachers, Two Majors; Manual Training for Elementary Schools, Teachers' Course, Two Majors; Organization of Manual Training, Teachers' Course, One Major.

Mathematics.

Lower Academy—Elementary Algebra, Three Majors; Plane Geometry, Three Majors. Higher Academy—Solid Geometry, One Major; Review Algebra, One Major; Trigonometry, One Major. College—College Algebra, Analytic Geometry, Calculus, Six Majors; Surveying, One Major; Analytic Mechanics, One Major.

Physics.

Higher Academy—Elementary Physics, Three

Majors. College—Advanced Physics, Three Majors; Theoretical Physics, Three Majors; Theoretical Electricity, One Major; Laboratory Practice, One Major.

Administrative System.

The charter of the Institute granted by the State of Illinois, defines the general character and purpose of the school. The Trustees elected in accordance with its provisions, have provided a brief set of statutes which serve as a basis for the administration of the Institute but its management is left largely in the hands of the faculty. The Director, the Deans and the Registrar act as administrative officers with such duties as these titles would naturally imply. The Deans exercise general supervision, each over a special group of students, meeting them personally, arranging their courses of study and looking after matters of discipline.

The Head of each Department under the supervision of the Director organizes and conducts the work of the department in accordance with the regulations of the Trustees and Faculty.

A separate Faculty with the Director of the Institute as presiding officer acts as a governing body for the Horological department.

In the management of the school it is the constant aim to develop self-reliance in each student. Classes are kept intentionally small; thus the individual student receives more personal attention and more effective instruction.

Although strictly non-sectarian the Institute is

distinctly christian in its belief and teachings; sterling character is recognized as the great essential to be obtained through education. It has never been thought wise by the trustees or faculty to establish formal classroom work in ethics. There has been, however, from the first a persistent effort on the part of the faculty to secure the development in young men and young women of high ideals and firmness of purpose in attaining these. The most tangible and formal means employed to impart ethical training is the chapel service. Each day the entire student body is gathered for a service lasting from fifteen to twenty minutes. The character of this exercise varies greatly; sometimes it consists of a selection from the Bible and prayer, sometimes of talks upon a great variety of themes, sometimes a song service. As a whole the chapel service proves itself an important factor in promoting the stability and unity of the school as well as affording opportunity for direct ethical instruction. Its value is attested by the spoken approval of our more thoughtful students as each year passes and many have indicated, months or years after leaving, their growing appreciation of this service whose influence was partly unconscious during their student days.

The Athletic Board.

There are two Boards composed of students and members of the Faculty which attend to certain matters delegated to them.

The Athletic Board was organized in January, 1898. It consists of one student representative for each of the

three divisions of the School of Arts and Sciences elected by the division, and a young woman to represent the young women of the Institute; a representative of the Horological school; a representative of the Horological faculty and three representatives of the faculty of the School of Arts and Sciences. The Board is thus composed of five students and five faculty members. The Director is Chairman, *ex-officio*. The Managers of the different teams (football, baseball, track, tennis, basketball) are invited to sit with the Board. They take part in discussions but have no vote. This Board has had complete control of Athletics (subject, of course, to the general supervision of the faculty) since early in the first year of the Institute.

The purpose of this Board is to secure the best possible conditions in athletics, especially to insist upon two points:—that the conduct of all taking part shall be fair and gentlemanly, and that no student shall follow athletics to the detriment of his studies.

Under the direction of this Board an athletic field has been graded, equipped and surrounded with a fine iron fence; baseball, football and basketball teams have been maintained and work in track and tennis is well cared for. The athletic field is large enough to contain two baseball diamonds and a quarter mile track. Tennis courts are maintained for general student use. Only bona-fide students maintaining a fair standing in their studies are allowed to represent the Institute in contests with other schools. Especial attention is paid to athletics within the school. A committee on inter-

school athletics has this matter in charge. It encourages all legitimate outdoor sports by providing equipment and arranging schedules.

The Council.

In the spring of 1900 a body composed of faculty and student members was organized under the name "The Council." It was made to include (*a*) the Director and Deans, who represent the faculty, (*b*) six tribunes, namely, three young men and three young women, who are elected by the young men and women respectively of the College, Higher Academy and Lower Academy for the term of one year. The work of the Council is to consider all matters of common interest to faculty and students; to make recommendations to the faculty and to deal with all matters referred to it by the faculty. Among other matters which the faculty has put into the hands of the Council may be noted: the formation of Literary Societies; the social interests of the school; the Tech, the Annual.

The Horological School.

The idea of a school for watchmakers was first conceived by Mr. J. R. Parsons, of La Porte, Indiana. He was himself experienced in watchwork and felt that what he had spent so many of the best years of his life in learning, could be taught in much less time in a Horological School. Besides in his trade he had found it hard to get the work done in a workmanlike manner and he saw the large and increasing field of labor for skilled workmen. Just at this time a letter from a young man ap-

peared in one of the journals, asking if there was no school where a young man could learn the watch trade. The letter stated that the writer had started to learn the trade but was forced to give it up on account of the death of his employer. The young man had gone to a great number of the watch factories but no one would teach him.

Mr. Parsons at once determined to establish a Horological School and as a result, in 1886, the first school for watchmakers in America was opened in La Porte, Indiana. The school steadily grew and in 1888, new rooms were provided, affording ample accommodations for one hundred students and making possible the pursuit of a greater number of lines of work.

After six very successful years, the school again felt the need of increased accommodations and facilities to keep pace with the growing demand. Hence it was thought advisable not only to provide for a larger number of students, but also to increase the number of branches taught and to produce a higher grade of work.

At this time Mrs. Lydia Bradley, of Peoria, Illinois, became interested in the school, and being desirous of assisting deserving young men and women who wished to learn the trade, offered to provide a larger building together with all necessary equipment. Arrangements were accordingly made and in 1892 the school moved to its new quarters, in a large building in Peoria, Illinois, formerly occupied by the Peoria Watch Factory. The school was still called "Parson's Horological School," but was under the management of Parsons, Ide & Co.

In 1896 the school was burned out, but this was not permitted to interfere with its work. It was at once moved into a building, which had been erected for a dormitory, where it remained only a short time. In 1897 it was incorporated with Bradley Polytechnic Institute, and since that time has been known as the Horological Department of Bradley Polytechnic Institute. The building is the only one in the United States that has been erected solely for use as a Horological school. At present instruction is offered in watchwork, jewelry, engraving and optics.

Special exercises marked the formal opening of the Horological Building, November 19th, 1897. A detailed history of the school was given by Mr. J. R. Parsons. Mr. Theodore Gribi of Chicago, gave the leading address on the topic "Watchmaking, Past and Present." It was a history of the development of watchmaking and the allied trades in Germany, England, France and the United States. This was followed by an address entitled "Then and Now" by Mr. J. H. Purdy of Chicago, which contrasted the conditions of a generation ago with those of the present day. President William R. Harper of the University of Chicago and a trustee of the Institute, closed the program with brief remarks.

The equipment has kept pace with the growth of the school and at the present time no institution of its kind offers better facilities for instruction. There are several large lathes for general use, also a dynamo for plating, a shaper, a large power flat roll, one hand roll with square, flat and ring rolls, a transit instrument, a

chronometer, and many other necessary articles of equipment, so useful and helpful to the student; besides, each student has a lathe at his own bench with all necessary attachments. Materials are kept in stock so that no one need waste valuable time waiting for orders to be filled.

Of the more than three thousand students who have received instruction in this school, about fifteen have come from foreign countries, the rest from the United States. The enrollment for the entire year (1906-7) has been a little more than two hundred.

Since its organization the school has had the benefit of the practical experience of many excellent teachers.

Student Activities.

In considering the organizations that have sprung up among the students during the first ten years of the Institute we naturally begin with the literary societies, since the first organization to appear was the Forum Literary Society, which was formed on January 13, 1898. The membership was open to young men and women of the Higher Academy and College. Regular meetings were held fortnightly, the programs consisting of recitations, orations, debates, extemporaneous speeches and musical selections. Much interest was aroused and the meetings were well attended during the remainder of the year. But during the next year the interest gradually died out until, before its close, it was found impossible to keep the society alive. The Forum had been formed at the suggestion of the Faculty and

had died because there was no strongly felt need of it on the part of the students. So the matter rested with now and then a voice raised, deploring the absence of a literary society. Thus a healthy sentiment grew among the students which at length crystallized in the organization of the Gnothautii on October 14, 1900, with over twenty-three active members, most of whom were young men and women of the Higher Academy and College. Fortnightly meetings were held of the same character as those of the Forum. For three years the Gnothautii maintained a very vigorous existence but finally succumbed to a lack of interest, and after an heroic effort to keep it alive was dissolved by a vote taken on January 11, 1904.

On March 7th the same year the Bradley Debating Club was formed. Its purpose was "practice in debating, public speaking and parliamentary practice." For purposes of convenience and "to bring about the formation of rival clubs the membership was limited to sixteen young men." The limit has since been placed at twenty. A member of the Faculty was chosen as critic and meetings were held fortnightly. This debating club has had a very successful career up to this time.

Three other similar clubs have since arisen. The Girl's Debating Club was organized in January 1905 with a limited membership of fifteen. The first inter-club debate was held in the following May.

In the fall of 1905 were organized the Institute Debating Club, The Bradley Debating and Literary

Club, both for young men, and following the plan of the older clubs. In the fall of 1906 these four clubs banded themselves in what was called the Quorum, for the purpose of parliamentary drill and inter-club debates. Many interesting debates were held, but the Quorum did not flourish and was dissolved at a meeting held in April, 1907.

The second set of interests to organize were the musical. The first meeting of the Chorus was held on February 4, 1898. Officers were elected and a more or less loose organization has been maintained ever since. Mr. C. T. Wyckoff of the Institute faculty has been from the start Director. Rehearsals are held for an hour on Tuesday afternoon at the close of school during the fall and winter quarters and a concert is given in the spring. The first concert was given in April, 1899. The Chorus has rendered such works as *Young Lochinvar*, Lehman; *St. John's Eve* and *Rose Maiden* by Cowen; *Rebecca, Barnby*; *The Black Knight*, Elgar. In connection with the Chorus a Men's Glee Club was maintained during 1906-7.

The Bradley Symphony Orchestra was started in the same year under the leadership of Mr. Harold Plowe. It has had a successful existence and gives a concert in the spring in conjunction with the Chorus.

During the year 1898-9 a Mandolin Club was formed but was not continued. Another Mandolin Club started in 1904, has maintained itself for the last three years.

The Engineering Club was organized on February 23rd, 1898. Its membership consists of those students

and instructors who are interested in engineering matters. Its purpose is "to stimulate interest in the study of engineering and mechanic arts, to furnish information on mechanical and engineering subjects and to show the connection between engineering and commercial life." It endeavors to accomplish these ends by lectures, student's conferences, news conferences, discussions, and by excursions to manufacturing plants and engineering operations. Many practical engineers have lectured before the club. The large membership maintained is evidence that the work of the club is highly appreciated. An annual Campfire is held in the spring of the year which is a thoroughly enjoyed social affair.

The Arts and Crafts Club was founded in November of 1898. Its aim is to stimulate interest in Art and especially to recognize and encourage artistic handicraft among the members. Its annual exhibits are of increasing excellence and its prizes and medals are much sought after. Its exhibits have included work in woodwork, cabinet-making, woodcarving, metal-work, light and heavy iron-work, metal-spinning, engraving, jewelry, drawing, design, sketching, water-color, book-illustration, book-binding, leather-work, basketry, sewing, plain and art needle-work, photography.

In November, 1898, the Historical Society was organized. During the first year the membership was confined to men, but since then the society has been open to young women also. Meetings are held once a quarter. The purpose of the society is first, to study

local history in its relations to State and National history; second, to discuss historical topics and current events; third, to review important books and magazine articles.

In the winter of 1898, the students of the Higher Academy and College formed what is known as the Social Club which holds one or two social affairs during each quarter. At first both faculty and student-body quite generally attended these gatherings. It has now become almost altogether a student gathering.

The Biological Club was started on March 28, 1900. Its work has consisted in the preparation of special articles and the review of periodicals. But the chief effort has been centered around the study of the birds of Peoria, which study has been carried on now for several years.

The Domestic Science Club came into the field on February 24, 1902, meeting every week for the remainder of the year. Its life was short but enthusiastic.

The English Club was founded on December 11, 1903, with a carefully chosen membership. The club grew out of a feeling in the minds of the instructors that the time in class gave too little chance for an adequate appreciation of English Literature. At first membership could be obtained only upon invitation but later this was changed so that all who desired might join. An annual banquet is held during the spring at which a formal address is given by an invited speaker. Among the topics for study have been:

American Poets, English Poets, English Novelists, Browning.

The latest Department Club to be formed is the Pedagogic Club organized in the fall of 1906. It is composed of the students and instructors of the normal courses, and studies especially the problems connected with the teaching of Manual Arts and Domestic Science. It holds six meetings a year at various homes in the city and furnishes both a professional and social center for the growing body of normal students.

The Bible Classes which were organized among the students in the fall of 1901, resulted in the formation on January 4, 1902, of the Student Department of the Y. M. C. A. of Peoria. During the first year of the Association general meetings were held at the Institute on Sunday afternoon but after that year this was discontinued. The Association has a strong membership among faculty and students. It has maintained several Bible Study classes every year, has assisted students in finding suitable boarding places, has published a yearly handbook for the use of students just entering school. The exercises on the Day of Prayer for Colleges is placed in the hands of the two Christian Associations.

The Young Women's Christian Association was organized in the spring of 1905, as an outgrowth of a Bible Study Class started earlier in the year. The chief work of the Association centers in the Bible Classes which are carried on under its auspices. The Association assists materially in securing sympathetic

fellowship among the young women of the Institute.

In December, 1897, there was formed among the students a board of editors and managers for the publication of a school paper. At the suggestion of the Faculty this board selected from the Faculty a supervising committee. The first number of "The Tech," appeared in the following February, and monthly numbers were continued for the remainder of the school year. During the second year but three numbers were issued.

The difficulties attending the publication of "The Tech" by an unorganized body of students led three young men, in the fall of 1899, to propose taking over its publication as a private enterprise. The sanction of the Faculty was asked for and received, being effective for the current year. The Institute reserved proprietorship in the name and the right of supervision.

In the fall of 1900 the publication of the paper was placed in the hands of the Council which had just been formed, and the present policy adopted. Editors and Managers are elected by the Council. Students who have incurred failures or conditions in their studies are not eligible to such positions. Profits are shared by the Council and by the Editor and Business Manager.

The paper has been of much value to the Institute. It devotes itself to recording the important events of school life, to the discussion of questions of interest and of moment to the student body, and to the publication of the literary productions of students.

In June, 1901, the first number of the "The Poly-scope," the school annual, appeared. Its publication is

under the control of the Council. It follows the recognized style of such publications and affords an especially good field for the exercise of the artistic capabilities of students.

The first meeting of the Athletic Board was held January 3rd, 1898. E. P. Lyon acted as chairman and F. D. Crawshaw as secretary and treasurer. The Football Manager of the first season (1897) was elected by the students but reported to the newly organized Board, which assumed the debt incurred during the season. From this time all managers have been elected by the Board and the captains by the teams, subject to the approval of the Board.

At the second meeting of the Board held February 3rd, 1898, arrangements were made to use the room at the north end of the west wing as a gymnasium. A temporary gymnasium was equipped for the young ladies and Miss Lyman acted as instructor.

At a meeting of the Board held February 15th, 1898, arrangements were made for a benefit play which was given in the spring. Since then a play has been given each year. Since 1903 they have been held in the Grand Opera House, under the direction of Mr. Frank T. Wallace.

The Baseball, Football and Basketball teams meet such colleges as Knox, Lombard, Monmouth, Eureka, Illinois Wesleyan, Illinois Normal, Iowa Wesleyan, University of Illinois Freshmen, etc. Dual track meets have been held nearly every year with one or more of the following colleges: Eureka, Illinois Wesleyan,

Illinois Normal, Lombard. In 1905 an inter-school track meet was held which has become an annual event, with about seventy or eighty contestants from the surrounding High Schools. Silver and bronze medals are presented by the Institute.

Special stress is put upon interdivision athletics, to encourage which a committee is appointed by the Board, and under this committee interdivision games of baseball and track meets are held. This committee also conducts each year two tennis tournaments, one for boys and one for girls. About seventy per cent. of the young men thus enter athletics.

In 1907 the Board voted to give to each person who had won three B's a gold pin of special design. The subject of B's was first considered October 3rd, 1899.

At the meeting of March 1st, 1899, it was voted to adopt a school pin and place the same on sale, the proceeds going for the benefit of athletics. Since then the number of designs has been greatly increased and now includes pins, fobs, spoons, lockets, stationery, postcards, etc.

The Board had various designs of pennants submitted and, by a vote of the student body, selected a pennant which it sells. This was designed by Albert Triebel.

Biographical Sketches.

Lydia Moss Bradley.

Mrs. Bradley was born at Vevay, Indiana, on the Ohio River, July 31st, 1816. Her grandfather, Nathaniel Moss, served as chaplain in the war of the Revolution. Her father, Zealy Moss, was born in Lowdon County, Virginia, March 6, 1755. He served as Wagon-master and in the Commissary Department until the close of the Revolutionary War, and after his discharge entered the Baptist ministry. He died at Peoria, Illinois, in 1833. Mrs. Bradley's mother, Jeanette Glasscock Moss, was born in Farquar County, Virginia, and died in Peoria, February 9th, 1864, at 122 Moss Avenue. Mrs. Bradley was married to Tobias S. Bradley, May 11th, 1837. Two boys and four girls were born to them, all of whom died in early youth, before the death of Mr. Bradley, May 4th, 1867. Laura, the last, was a beautiful girl, loved by all who knew her. She lived to be fourteen years old. Her death was a great sorrow to Mr. and Mrs. Bradley, softened only by the sweetness of the memory of the few short years she had lived.

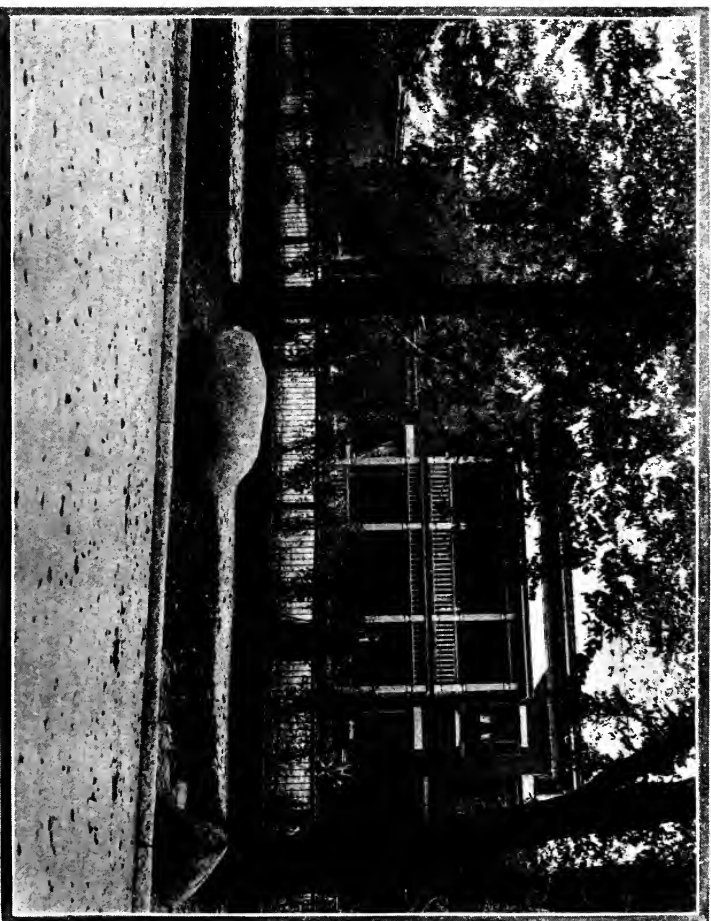
Mr. Bradley's father was a wealthy trader at Vevay, Indiana, a judge of their county court, and a state senator. Financial disaster, however, overtook him while Tobias was a boy and it became necessary for the son to earn his own living. He took a position as clerk in a store in Vevay. Later he engaged in trade on the Ohio River, running a batteau to St. Louis with produce.

The nature of this trade is vividly portrayed in the story of Old Vincennes. In connection with this business Mr. Bradley opened a wood yard and saw mill.

When Mr. and Mrs. Bradley were married he sold out his business in Indiana and came to Peoria and went into the same business there, conducting a saw mill. Mrs. Bradley's brother, William S. Moss, lived in Peoria at that time. He was well to do and engaged in the distillery business. Mr. Bradley took an interest in this business also, and the firm of Moss, Bradley & Co. existed for many years and did an extensive business.

Mrs. Bradley's father had given her the home farm in Vevay, Indiana, when he died and the proceeds of this farm together with Mrs. Bradley's own land which she had purchased as set forth in the Founder's Day address, found elsewhere in this volume, furnished the money to buy the Bradley farm. They brought Mrs. Bradley's mother with them and she lived with them on Moss Avenue until her death. Mr. Bradley also bought another acre property south of their home on the bluff, which was afterwards subdivided into Bradley's Additions Nos. 1, 2 and 3.

Mr. Bradley also managed the steamboat *Avalanche*, owned by Mrs. Bradley's brother, and ran as clerk on it from Peoria to St. Louis. Later he purchased and conducted a ferry which ran from the present site of the workhouse, across the lake to a point in Woodford County. He still owned this ferry at the time of his death. Later Mr. Bradley purchased the interest of Marsh and George Stone in the First National Bank



THE BRADLEY HOMESTEAD

LIBRARY
OF THE
UNIVERSITY

and organized the bank into a National Bank and became its President.

Mr. Bradley also bought, rebuilt and conducted the Peoria Pottery on North Adams Street, one of the largest industries employing labor in the city of Peoria.

Mrs. Bradley's father had been the owner of a plantation in Kentucky, where slave labor was universal. He was, however, too considerate of the welfare of the slaves for the profit of the plantation, and finally gave the place rent free to his negroes to work out their own living, while he crossed over into free territory to make his home and rear his family.

Mrs. Bradley was brought into close touch with the institution of slavery and her views on that subject are interesting and novel. She saw in it only harm for both white and black, with the advantage, if any, in *favor of the blacks*.

The family home was the farm, cleared out of the timbered bottoms of the river, where Mr. Bradley saw the first steamboat run on the Ohio. Every member of the family was a worker, everything was home-made and home-grown. Mrs. Bradley never forgot how to work, and till within a short time of her death still made her own butter, raised her own eggs, salted down her own meat and tried out her own lard. She would not have considered herself a good housekeeper had she not done so. The housewife of those times was expected to stock the larder with meat and fruits, to spin the yarn, make the clothing, bedding and carpets, and to prepare food in plenty for all who chanced to be present

when meal-time came round. All these things Mrs. Bradley did. She used to say that if the provisions she had cooked in her time were all piled together they would make a small mountain.

Mrs. Bradley raised her own riding horse from a colt, and then when she had a chance to buy a piece of timber land, sold her horse to make the first payment. Her father helped her to clear it up, and when she was married, gave her the home farm also, which she sold, and the proceeds of the sale bought what is now the Uplands, Bradley Park and the Institute campus with its surrounding additions.

This incident seems to give the key note to Mrs. Bradley's life and achievements. Few young women would have thought of selling their riding horses to buy land at a time when a horse and saddle was the only means of communication and visiting in a sparsely settled country with few roads and fewer carriages. And this transaction was characteristic of many other and larger ones made by her later in life.

The year after the death of Mr. and Mrs. Bradley's daughter Laura, they went to Montreal to investigate an orphan asylum, with a view to erecting something of the kind in Peoria. But the results of the training in such institutions did not accord with their views. The children grew up into dependents, not into vigorous, industrious, useful men and women.

Then came another great sorrow to Mrs. Bradley. Mr. Bradley died suddenly and without opportunity to say a parting word or leave instructions in regard to his

business affairs. Mrs. Bradley had devoted her entire time to the affairs of the household. By his sudden death she came into the management of business and property aggregating half a million dollars. She assumed these new burdens without experience to guide her, but with good judgment and careful management not only preserved the estate but has increased it four-fold. The secrets of her success have undoubtedly been economy and conservatism in management and investment, good judgment in choosing investments, but more than anything else perhaps in the development of real estate, from acre property to fine residence sites, and from swamp to rich farming lands.

After Mr. Bradley's death and the settlement of the estate Mrs. Bradley again took up the subject of a memorial. She relieved the Bradley Memorial Church on Main Street from a \$30,000 mortgage. She donated the site of the St. Francis Hospital, and it was called the Bradley Hospital until about ten years ago, when the society asked the privilege of refunding the donation. She built the Home for Aged Women, at the request of the society, then occupying a rented site on Main Street. She gave Bradley Park to the City of Peoria and the first suggestion of the organization of a Park Board will be found in a communication to the City submitted by Mrs. Bradley in 1891, in which organization of such a board was made one of the conditions of the gift of Bradley Park.

But during all this time she was considering the larger plan of a manual training school for the young

people of Peoria and vicinity. She visited Rose Polytechnic Institute in 1877, and was so favorably impressed with the results achieved there that it became the model of the school she would build, with this important exception, that Rose Polytechnic Institute was a finishing school, while Mrs. Bradley designed a school for boys and girls from fourteen to twenty to afford them at home the most practical assistance at the best time of their lives to make them independent, self supporting, useful men and women. The first draft of her will made in 1884 contained the provision that it was "the first object of this institution to furnish its students with the means of living independent, industrious and useful lives by the aid of a practical knowledge of the useful arts and sciences." She made a continuous study of the subject of manual training schools, sending her business agent, Mr. W. W. Hammond to visit the Washington School for Boys at St. Louis, Throop Polytechnic Institute at Pasadena, Armour Institute and Lewis Institute in Chicago, corresponding with many other such schools and from year to year redrafting her will and perfecting her plans. In the course of these investigations Mrs. Bradley sent Mr. Hammond to see Dr. Harper, President of the University of Chicago. All plans up to that time had contemplated the organization of the school by her trustees after her death.

But Dr. Harper applied the spark to the train so carefully laid and put the whole scheme into operation while Mrs. Bradley was still here to enjoy the results of her labor.





MRS. BRADLEY IN HER GARDEN
October 10th, 1907

Many as they become advanced in years seem to grow dull to the activities of the modern life which surrounds them. They live in memory and as they reach extreme old age their minds become more and more occupied with recollections of early years and withdrawn from the times in which they are living. Not so with Mrs. Bradley. Her memories of the past were keen and interesting and she frequently referred to them; and yet, despite her more than ninety years she lived in the present world.

Her judgment in regard to politics, religion and social questions was remarkably sane and her conversation, full of shrewd, epigrammatic, well-balanced comments, frequently brought out in an interesting way her strong, wholesome common sense. It was her oft-expressed desire that she might retain her mind and faculties to the end, and it is a matter for profound thankfulness that her strong, clear mind never weakened even in her final illness and that, though in extreme old age, she suffered so few of the infirmities which usually attend that period of life. During the last years of her life Mrs. Bradley lived quietly and unostentatiously in the home which had been for so many years her residence; she was frugal in her habits, denying herself much which others of her wealth would have deemed necessary to their happiness.

But if she was sparing in personal expenditure, she was not so with the school which had become the center of her loving thought. It was for the Institute that she wished to add to her estate, and to it she gave with lavish hand.

To her the years were more than mere lapse of time or even institutional growth; the venerable founder herself found continually deeper springs of joy and fuller sense of reward in the work. It was a common remark among those who knew her best, that the School had made her young again: life had taken on a new meaning as the plan so long cherished and labored for took visible form before her eyes. Her face grew brighter and some of the lines graven by sorrows were softened and erased. One might well risk the assertion that those few years of realized hopes bore more joy and comfort for her than the many lonely years immediately following her final bereavement of her family. That the foundation of the Institute did bring so much reward to Mrs. Bradley is a source of deep satisfaction to all who have labored in its behalf.

No one who knew Mrs. Bradley well could fail to be impressed with her intellectual qualities. Deprived of any but the most elementary school opportunities, she had a mind of extraordinary clearness and strength. What she knew, she knew, and she would not be cheated out of it by sophistry or persuasion. What she did not know she never pretended to know, and was willing to have settled by those who did know. No one ever had more utter contempt and abhorrence of shams of every sort; she detected them in general unerringly and denounced them ruthlessly. Her great business ability and practical wisdom are almost proverbial; two other striking proofs of her strength of mind are worth noting. First, her great wealth had no power to disturb the even

tenor of her principles and her conduct; nor did honor and applause ever for a moment turn her head; through all she kept the perfect balance of mind and life. In the second place she manifested that confidence in her chosen agents and representatives which only a strong mind can maintain. She consistently refused to interfere in the control of the Institute or in any way dictate to those whom she had chosen to manage the school.

She sometimes spoke in a very simple, earnest way of her religious beliefs. She had no fear of death, and toward the end of her life expressed the hope that the end of her earthly pilgrimage might come soon. She thought of God as a father and believed that ultimately mankind, the family of God, would be purified from sin and gathered to himself. She had too keen a sense of justice to think that the wicked would go unpunished in the future world, but believed that at some time in the distant future the evil would be destroyed, as it were by fire, and the good, some particle of which is in each of us, saved to eternal life. She often expressed her sense of God's goodness to her personally. She might well feel that for her the prayer of the Psalmist had been richly granted, and that the Lord had established the work of her hands.

William Rainey Harper.

William Rainey Harper was born in New Concord, Muskingum County, Ohio, July 20th, 1856. His parents were of Scotch-Irish ancestry. He entered Muskingum College at eight and graduated at fourteen with the

A. B. degree. His taste for Hebrew was shown thus early in an oration written in that language. He pursued studies at home till seventeen, the earliest age at which he could enter Yale University, and at nineteen received the degree of Ph. D. from that institution. He held positions in various educational institutions till called in 1880 to Chicago, to fill a chair in the Baptist Theological Seminary at Morgan Park. In 1885 he became head of the Chautauqua system, and in 1886, professor of Semitic Languages at Yale. In June, 1891, he became the first president of the reorganized University of Chicago, which position he occupied with great honor till his death, January 10th, 1906. His last words were significant of the man's character—"God always helps."

Dr. Harper was "many kinds of a great man united in one." He had prodigious capacity for work. He was first of all a great teacher. But he also possessed expert knowledge of every department of education. He had business capacity, the power of organization and administration, scholarship, a persuasive power in public speaking, and the highest type of christian character. In the last year of patient suffering, he showed a simple faith in God which found expression in the words, "I enter upon the unseen world with far less hesitation than I felt in undertaking the presidency of the University." Few can realize to what an extent Bradley Institute has profited from his interest and counsel. The following resolutions were passed by the Institute faculty on the death of Dr. Harper :



WILLIAM R. HARPER



“As members of the Faculty of Bradley Polytechnic Institute we desire to express our deep sense of loss in the death of Dr. William R. Harper, President of the University of Chicago. As President of the Institute Faculty and as Trustee he made a great place for himself in the history of the Institute. In a very true sense he labored with Mrs. Bradley to lay deep and solid foundations upon which the Faculty might build. To many of our number was given the privilege of personal acquaintance with Dr. Harper. We have felt his inspiring presence in our faculty meetings. His interest and counsel have been at our command. We sincerely mourn his loss and gratefully pay this tribute of respect and affection to his memory.”

Edward O. Sisson.

Edward Octavius Sisson was born May 24th, 1869, at Gateshead, England. He attended Morpeth Royal Grammar School from 1877 to 1882 (a school of the usual English type, giving instruction in the subjects required for admission to the English Universities, particularly Latin, French, Algebra, Geometry, English Literature). Here he was awarded a scholarship for excellent work. He held this scholarship from 1878 to the time of his leaving the school in 1882.

In 1882 he came with his parents to Manhattan, Kansas. Here he attended the State Agricultural College from 1883 to 1886, graduating in 1886 with the degree of B. Sc., the youngest graduate in the history of the college.

He then taught in country schools for two years, from 1886 to 1888; in 1888 he became principal of Manhattan High School; in 1890 he resigned this position to become principal of schools in Mound City, Kansas.

In 1891 he gave up teaching to continue his studies and in 1892 entered the new University of Chicago; in this year he also founded the South Side Academy, of which he was principal until 1897. He received the degree of A. B. in June, 1893, being a member of the first class graduated from the new University. He continued his studies in the graduate school for several years, though able to give less and less attention to study owing to the growth of the Academy. During one year he was University Extension reader in Psychology. In 1894 he taught Greek in the Summer Quarter of the University Academy at Morgan Park.

In 1894 the South Side Academy was made an affiliated school of the University of Chicago and Mr. Sisson in this way came into closer relations with the University. This relation, together with the nearness of the Academy to the University and the large number of students who were prepared for the University in the Academy, brought Mr. Sisson to the attention of President Harper; in 1897 Bradley Polytechnic Institute was being planned and in January of that year Dr. Harper sent for the young principal and after a conference asked him to make a visit to Peoria to meet Mrs. Bradley and those of the Trustees who lived in Peoria. On February 25th, 1897, Mr. Sisson was unanimously elected first Director of the new institution.





EDWARD O. SISSON

For the next six years he was occupied with the difficult task of organizing and developing the Institute. Mrs. Bradley's plans called for an institution differing in important respects from the established type and thus presenting a multitude of new and perplexing problems. During all these years of busy toil Mr. Sisson had never relinquished his ambition to secure a more complete scholarly preparation and in the spring of 1903, at his request, the trustees granted him a year's leave of absence.

Mr. and Mrs. Sisson spent the latter part of that summer in England, and journeyed in the fall to Berlin, where Mr. Sisson took up his studies in the University, and began visiting and inspecting schools—the latter being one of his chief objects in going to Germany. As the year progressed it became more and more evident that one year would be all too short for the desired end; moreover, Mr. Sisson's health, instead of being immediately restored by the change, was still in a very unsatisfactory condition; in addition to all this he had now become deeply interested in the study of the science of education. He determined to seek a position as a university professor in this department and consequently in February, 1904, tendered his resignation as Director.

Returning from Europe in the summer of 1904, Mr. Sisson continued his studies in philosophy and educational science at Harvard where in June, 1905, he received the degree of Ph. D. He had already been appointed Assistant Professor of Education in the

University of Illinois. Near the end of his first year there he was called to the headship of the Department of Education in the University of Washington, at Seattle; he still occupies this position. In the coming summer (1908) he is to lecture in the Summer school at Harvard University. He is the author of several articles in recent numbers of such periodicals as the *School Review*, *Education*, *The International Journal of Ethics*, *Religious Education* and others.

Theodore C. Burgess.

Theodore Chalon Burgess, second Director of the Institute, was born in Little Valley, New York, April 1859. His father was a Presbyterian minister. When he was but three years of age his parents moved to Panama N. Y., and here Mr. Burgess passed his boyhood. He was placed under private instruction until he was about sixteen and then attended the local high school for one year. At this time the family moved to Silver Creek, N. Y., a thriving village upon the shore of Lake Erie. The excellent reputation of the Fredonia State Normal School, together with its convenient location—only twelve miles distant, caused it to be chosen as the place at which to prepare for college and at the same time secure its valuable pedagogical training. At the end of three years Mr. Burgess graduated from the classical course of this school. This implied full college preparation and the equivalent of one entire year devoted exclusively to the study of methods and practice teaching under critics.



THEODORE C. BURGESS.

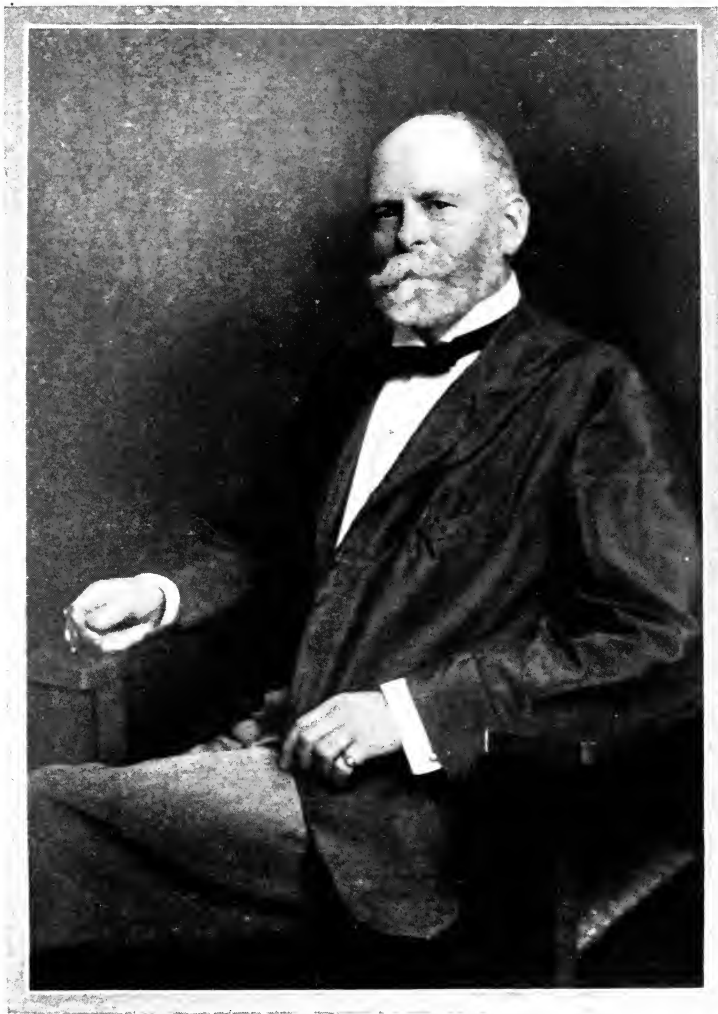


In the Fall of 1879 Mr. Burgess entered Hamilton College (Clinton N. Y.), an institution from which his father had graduated before him. Hamilton College then as now represented the small college at its best. Its course of study did not present the variety of the large university but the work of the College was notably sound and thorough and the influences for culture which lie outside the direct classroom work and which form a main source of the strength of the small college, were both numerous and powerful. Mr. Burgess graduated in 1883 as valedictorian of his class. His college course had not been that of the specialist; he had won prizes in various open competitions, essay writing, public speaking, mathematics, classics, the latter being regarded as the most attractive prize given by the College. Two positions were offered to the young graduate, one in the English department at Cornell University, the other to take charge of the Classical department at the Normal School from which he had graduated four years before. The latter was accepted and the next thirteen years were passed here. This school was located at Fredonia, N. Y., one of the most attractive and cultured towns in the state. During the second year of Mr. Burgess' stay in Fredonia he was asked to go to Corea to organize and take charge of a system of general education for that country, but this offer was declined. At Fredonia occurred his marriage to Laura May Briggs, also a graduate of the Normal School. In the summer of 1895 Mr. Burgess attended the summer session of the University of Chicago; this led to a decision to pursue

a graduate course, a plan which had long been cherished and which was aided by the fact that his position at the Normal offered no further opportunities for growth. In June 1896 he resigned his position to enter the University of Chicago. The next year he was appointed fellow in Greek and after two years received the degree of Ph. D., magna cum laude (1898). In 1897 he was elected Assistant Professor of Greek in Bradley Polytechnic Institute which was to open that fall. He was given the privilege of leave of absence for that year. September 1st, 1898, he moved to Peoria, and the next fall he was made dean of the College and Higher Academy young men, a position which he has retained to the present time in spite of other added duties. In the spring of 1901 Mr. Burgess was made Vice-Director during the absence of the Director in Europe and under similar circumstances was made Acting Director for the year 1903-1904, and at the same time was advanced to the rank of professor. In the fall and early winter of 1902 Mr. and Mrs. Burgess visited Europe. The greater part of this time was spent in Rome and in travel through Greece.

At the resignation of the Director in the spring of 1904 Mr. Burgess was elected to this position. Since 1900 he has taught a part or all of the Summer Quarter in the department of Greek at the University of Chicago. He is the author of various magazine articles, of a treatise on Epideictic Literature, which forms the greater part of Vol. III of the Classical Studies of the University of Chicago. In 1907 in conjunction with Dr. R.





OLIVER J. BAILEY

J. Bonner of the University of Chicago he published (Scott, Foresman & Co.) a first year book in Greek entitled Elementary Greek.

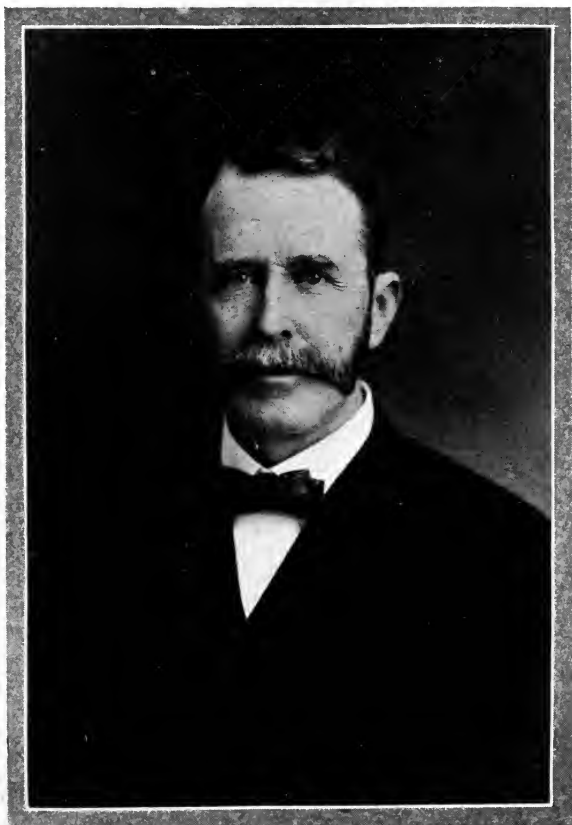
Oliver J. Bailey.

Oliver J. Bailey was born in the town of Arcadia, Wayne County, New York, September 6th, 1846. His parents removed to Will County, Illinois, in 1849, and to Waterloo, Iowa, in 1852. Mr. Bailey remained in Iowa till 1865 when he returned to Illinois. His educational privileges were limited to the common schools, but constant study and wide reading in later life has made him a man of broad general information. He began the study of law in the office of General F. P. Partridge of Sycamore, and was admitted to the bar in 1868. He continued his law practice in Sycamore and Chicago till 1875, when he moved to Peoria and established himself in the partnership with which he is still connected. Mr. Bailey has been eminently successful in his profession and as a business man. But he has done more. His name has been identified with many of the best philanthropic and educational movements in Peoria. He has given most generously of his time and strength to these interests without compensation. As president of the Cottage Hospital Association, of the Young Men's Christian Association, and of the board of trustees of Bradley Polytechnic Institute he has performed an inestimable service for the community.

W. W. Hammond.

W. W. Hammond was born in Stark County, Illinois, March 2nd, 1857. He is the son of Augustus G. and Cecelia B. Hammond. His education began in the public school of Wyoming, Illinois, was continued at the High School of Winona, Minnesota, where he graduated in 1874. He taught school one year at Wyoming and then entered Knox College at Galesburg, Illinois, taking the scientific course, and in June, 1878, received the degree of B. S. In the fall of 1878 he entered the law office of the Hon. Julius S. Starr, in Peoria, and in November, 1880, was admitted to the bar. In 1882 he formed a partnership with the Hon. H. B. Hopkins, which continued until Judge Hopkins' death in 1893. In March, 1885, he was introduced to Mrs. Bradley by George W. Scott, the banker of Wyoming, Illinois, and employed by her as business manager, which position he accepted, and still retains. The estate has prospered under his management, and its increase has been, and is remarkable.

In his capacity as business manager, it became part of his duty to assist Mrs. Bradley in formulating her plans for Bradley Institute, to determine the scope of the work possible within the means at her disposal, and to select and organize a board of trustees. In the proper execution of these duties, he visited many institutions of similar nature in various parts of the country, studied their organization, equipment, initial cost, and endowment. He has been closely identified with every



W. W. HAMMOND



step in the development of Bradley Institute, and has taken the same interest in its welfare as though it were his own conception.

In the management of the properties of the estate, Mr. Hammond has been called upon to conduct extensive litigation, which has been successfully concluded in the highest courts of the land, and resulted in saving to the estate properties of great value. He has also developed extensive marsh lands, and by application of the scientific knowledge developed by schools closely related to Bradley Institute, benefitted both the estate and the community in which the lands were located.

The Bradley Estate has always been active in promoting growth and development wherever its investments are made, so that in the acquisition of its property as well as in the expenditure of its income, good is accomplished.

Complete List of Trustees and Faculty 1897-1907.

Trustees.

OLIVER J. BAILEY	Peoria
LESLIE D. PUTERBAUGH	Peoria
HARRY A. HAMMOND	Wyoming
WILLIAM R. HARPER*	University of Chicago
HARRY PRATT JUDSON	University of Chicago
RUDOLPH PFEIFFER	Peoria
ZEALY M. HOLMES	Mossville
ALBION W. SMALL	University of Chicago

*Deceased

Faculty.

Officers of Administration

President of the Faculty	William R. Harper, 1897-1906*
Director	Edward O. Sisson, 1897-1904
Acting Director	Theodore C. Burgess, 1903-4
Director	Theodore C. Burgess, 1904—
Dean of College and Higher Academy	Theodore C. Burgess, 1899—
Dean of Women	Helen Bartlett, 1897-1907
Dean of Lower Academy	Charles T. Wyckoff, 1897—
Examiner	Elias P. Lyon, 1897-1900
Registrar	Clarence E. Comstock, 1897—
Recorder	William E. Moffatt, 1898-1901
	Ernst R. Breslich, 1901-1904
	John B. Stearns, 1904-1905
	Eugene Corrie, 1905-1907

*At the death of President Harper, January, 1907, the office of President of the Faculty was combined with that of Director of the Institute.

Officers of Instruction.

Biology

Elias P. Lyon, Ph. D. (Chicago), Instructor, 1897-1900.

Wales H. Packard, S. B. (Olivet), Associate 1898-1901; Instructor, 1901-1904, Assistant Professor, 1904—

Emma M. Morehouse, Assistant, 1900-1902; Associate, 1902-1903.

Wright A. Gardner, B. S. (Albion), Assistant, 1903-1905.

Mary J. Harper (Bradley), Assistant, 1903-1904.

Julia P. Bourland, A. B. (Smith), Assistant, 1905-1906.

Melvin D. Renkenberger, A. B. (Wabash), Assistant, 1906—

Chemistry

James B. Garner, Ph. D. (Chicago), Instructor, 1897-1901.

George C. Ashman, B. S. (Wabash), Associate, 1901-1903; Instructor, 1903-1905; Assistant Professor, 1905—

Food Work

Mrs. Nellie S. Kedzie, M. Sc. (Kansas Agricultural), Assistant Professor, 1897-1901.

Mary E. Lyman, B. Sc. (Kansas Agricultural), Assistant, 1897-1899.

Bertha J. Spohr, B. S. (Kansas Agricultural), Assistant, 1900-1901; Associate, 1901-1902.



Faculty

141

Katherine Keck, Assistant, 1901-1902.

Gertrude Coburn, B. Sc. (Kansas Agricultural),
Assistant Professor, 1902-1904.

Alice W. Hess, M. Sc. (Iowa Agricultural), Assistant,
1903-1904.

Alice D. Feuling, S. B. (Chicago), Assistant Professor,
1904-1907.

Bess Blackburn, Assistant, 1905-1906.

Gertrude K. Trask, A. B. (Knox), Assistant, 1905-
1906.

Martha Shopbell, B. S. (Wisconsin), Assistant,
1906—

Sewing

Mrs. Nellie S. Kedzie, M. Sc. (Kansas Agricultural),
Assistant Professor, 1897-1900.

Mrs. Elida E. Winchip, Associate, 1899-1904; In-
structor, 1904—

Mary E. Lyman, B. Sc. (Kansas Agricultural),
Assistant 1897-1899.

Miriam E. Swingle, B. Sc. (Kansas Agricultural),
Assistant, 1898-1902.

Maude C. Olmstead, (Bradley), Assistant, 1901-1905.

Bertha M. Scullin, A. B. (Chicago), Assistant,
1903-1904, 1906—

English

Edward O. Sisson, B. Sc., A. B. (Chicago), Assistant
Professor, 1897-1904.

Mabel E. Dougherty, A. B. (Chicago), Associate,
1897-1900.

Mary D. Spalding, A. B. (Chicago), Associate, 1900-1903; Instructor, 1903-1906.

Moses J. Wright, A. B. (Cornell), Assistant, 1900-1901.

Holden M. Olson, A. B. (Chicago), Assistant, 1902-1903.

Thomas A. Knott, A. B. (Northwestern), Assistant, 1903-1905.

Margaret McLaughlin, A. M. (Chicago), Instructor, 1905—

George R. Coffman, A. B. (Drake), Assistant, 1906—

German and French

Helen Bartlett, Ph. D. (Bryn Mawr), Assistant Professor, 1897-1904; Professor, 1904—

Elizabeth E. Harrington Green, Ph. B. (Chicago), Assistant, 1900-1901.

Elsie P. Bourland, B. L. (Smith), Assistant, 1901-1902; Associate, 1902-1905.

Frances C. Howe, B. L. (Smith), Assistant, Spring 1902.

Mary B. Blossom, Assistant, 1902-1907; Instructor, 1907.

Jean Mitchell, Ph. B. (Michigan), Assistant, Spring 1904-1905.

Dorothy Duncan, A. B. (Chicago), Assistant, 1905-1907; Instructor, 1907—

History

Charles T. Wyckoff, Ph. D. (Chicago), Instructor, 1897-1900; Assistant Professor, 1900-1904; Professor, 1904—

James W. Garner, B. S. (Mississippi Agricultural), Associate, 1898-1900.

Moses J. Wright, A. B. (Cornell), Assistant, 1900-1902.

Holden M. Olson, A. B. (Chicago), Assistant, 1902-1903.

Thomas A. Knott, A. B. (Northwestern), Assistant, 1903-1905.

Victor J. West. Ph. B. (Chicago), Assistant, 1905-1906.

Latin and Greek

Theodore C. Burgess, Ph. D. (Chicago), Assistant Professor, 1897-1904; Professor, 1904—

William E. Moffatt, A. B. (Chicago), Associate, 1897-1901.

Allen T. Burns, A. B. (Chicago), Assistant, 1897-1898.

Lee Byrne, A. M. (Illinois), Assistant, 1899-1900.

Ama M. Deach, A. B. (Vassar), Assistant, 1900-1903; Associate, 1903-1904.

Hiram Gillespie, A. B. (Chicago), Assistant, 1900-1901.

William Benson, A. B. (Beloit), Assistant, 1901-1903.

Clarence C. Leffingwell, Ph. B. (Chicago), Assistant, 1901-1903.

John B. Stearns, A. M. (Wisconsin), Assistant,
1903-1905.

Marguerite Crofoot, A. B. (Chicago), Assistant,
1903-1906.

La Rue Van Hook, Ph. D. (Chicago), Instructor,
1904-1905.

Sherman Campbell, A. M. (Harvard), Instructor,
1905-1906.

Emily H. Greenman, A. B. (Northwestern), Assistant,
1905-1906.

Iva F. Rockwell, A. B. (Chicago), Assistant, 1906—
Katherine F. Walters, A. B. (Michigan), Assistant,
1906—

Manual Arts

Charles A. Bennett, B. S. (Worcester), Assistant
Professor, 1897-1904; Professor, 1904—

Fred D. Crawshaw, B. S. (Worcester), Assistant,
1897-1898; Associate, 1898-1900; Instructor,
1900-1903.

Clinton S. Van Deusen, M. E. (Cornell), Associate,
1898-1903; Instructor, 1903—

William F. Raymond, Assistant, 1898-1901; Associate,
1901-1904; Instructor, 1904—

Carter C. Jett, B. M. E. (Kentucky), Associate,
1903-1904.

Frederick H. Evans, B. M. E. (Kentucky), Assistant,
1904-1907; Instructor, 1907—

Drawing

Cora L. Stebbins, Assistant, 1897-1898.

Edith A. Shattuck, Assistant, 1898-1899.

- Nellie M. Stowell, Assistant, Spring, 1898-1899.
Abigail Holman, Assistant, 1899-1901.
Adelaide Mickel (Chicago Art Institute), Assistant, 1900-1907; Instructor, 1907—
May C. Wyman, (Chicago Art Institute), Assistant, 1901-1903.
James H. Emery, Assistant, Spring 1902-1903.
Edwin V. Lawrence, (Mass. Normal Art School), Assistant, 1903-1906.
Frank Cerie, (Mass. Normal Art School), Assistant, 1906—

Mathematics

- Clarence E. Comstock, A. M. (Knox), Instructor, 1897-1902; Assistant Professor, 1902—
George R. Albers, B. S. (Kansas), Associate, 1897-1898.
Benjamin L. Remick, Ph. M. (Cornell College), Associate, 1898-1900.
Louis C. Plant, Ph. B. (Michigan), Assistant, 1898-1900; Associate, 1900-1904; Instructor, 1904-1907.
Ernst R. Breslich, A. M. (Wallace), Assistant, 1900-1902; Associate, 1902-1904.
Ama M. Deach, A. B. (Vassar), Assistant, 1900-1901.
Lawrence E. Gurney, A. B. (Colby), Assistant, 1901-1903.
Kirk H. Logan, A. B. (Kansas), Assistant, 1903-1905.
Eugene Corrie, S. B. (McKendree), Assistant, 1904-1907.

Physics

Elias P. Lyon, Ph. D. (Chicago), Instructor, 1897-1899.

Frederic L. Bishop, Ph. D. (Chicago), Associate, 1898-1900; Instructor, 1900-1903; Assistant Professor, 1903—

Lawrence E. Gurney, A. B. (Colby), Assistant, 1901-1903.

Kirk H. Logan, A. B. (Kansas), Assistant, 1903-1905.

Paul P. Brooks, Assistant, 1905-1906.

Melvin D. Renkenberger, A. B. (Wabash), Assistant, 1906—

James E. Ewers, (Indiana State Normal), Assistant, Fall 1906-1907.

Dewey A. Seeley, B. S. (Michigan Agricultural), Lecturer in Meteorology, 1905—

There have been the following student assistants:

Biology

Don R. Joseph, 1902-1903.

Rolla Evans, 1903-1904.

Frank C. Becht, 1904-1905.

Katherine Copes, 1904-1905.

Frederick A. Causey, 1905—

Chemistry

Walter Fuller, 1899-1901.
Mary J. Harper, 1901-1902.
Harold D. Grigsby, 1902-1903.
Walter Riepen, 1903-1904.
Alfred R. Wright, 1903-1904.
Helen S. Mills, 1904-1907.
Louis A. Neill, 1904-1905.
George Greves, 1905-1906.
Joseph W. Harris, 1905-1907.
Willis B. Coale, 1906-1907.

Domestic Economy

Bertha M. Scullin, 1902-1903.
Laura A. Stowell, 1902-1903.
Lulu E. Rogers, 1902-1904,
Neva Walton, 1902-1903.
Verona E. Kanne, 1903-1904.
Jennie Cation, 1903-1904.
Edith A. Hunter, 1904-1905.

English

Anne A. Kellogg, 1901-1902.
Lottie A. Graber, 1901-1903.
Simon Mayer, 1902-1904.
Irene O. Bunch, 1903-1904.
Vera H. Hale, 1904-1905.
Robert S. Woodward, 1904-1905.
Joseph G. Cowell, 1905-1906.
Eleanor Ellis, 1905-1907.
Grace E. Hauk, 1906-1907.

German and French

Maude H. Calvert, 1902-1903.

Elizabeth R. Durley, 1902-1903.

Florence A. Elsbree, 1903-1904.

Edna L. Wilson, 1903-1904.

Manual Arts

Laurens L. Simpson, 1900-1901.

George C. Pinger, 1901-1903.

Oscar J. Schimpff, 1901-1903.

Joseph W. Paul, 1903-1904.

William S. Hough, 1903-1904.

John W. Crager, 1904-1905.

John W. Curtis, 1904-1905.

Irving N. Colby, 1905-1906.

Byron M. Fast, 1905-1906.

Guy R. Lander, 1905-1906.

Janet Grant, 1905-1907.

Glen M. Ebaugh, 1906—

Mathematics

George W. Ramsey, 1901-1902.

William W. Gorsline, 1903-1905.

Grover C. Baumgartner, 1905-1907.

Physics

Albert L. Porter, 1898-1901.

Deloss S. Brown, Jr., 1901-1903.

John H. Bruninga, 1903-1904.

Fred S. Simms, 1904-1906.

Edward A. Cushing, 1906—

Record Clerk

Clarence C. Leffingwell, 1899-1900.

Harold C. Brubaker, 1900-1901.

Theo. M. Vickery, 1901-1902.

Victor J. West, 1902-1903.

H. Dale Morgan, 1903-1904.

Herbert A. Kellar, 1904-1907.

Horological School.**Complete List of the Faculty.**

Edward O. Sisson, Director, 1897-1904.

James R. Parsons, Founder of School, Dean 1897-1900.

L. T. Jones, Finishing.

Herman T. Schlegel, Assistant in Finishing.

Grant Hood, Finishing.

Franklin M. Willis, Finishing and Engraving.

O. Gundorph, Finishing.

G. H. Holmes, Engraving.

Thomas H. Wicks, Engraving.

H. Coe, Engraving.

William L. DeLacy, Engraving.

Charles E. DeLong, Engraving.

W. E. Albert, Elementary Watchwork.

George H. Churchill, Elementary Watchwork.

Theodore B. Phillips, Elementary Watchwork.

A. B. MacDonald, Elementary Watchwork.

Crawford D. Phillips, Elementary Watchwork.

Herman Reiche, Jewelry.

George H. Drury, Jewelry.

Fred J. Bahni, Jewelry.

Dr. John W. Lambert, Optics.

Dr. Edwin H. Bradley, Optics.

Dr. Paul Dombrowski, Optics.

The present members of the faculty are,

Dr. T. C. Burgess, Director, 1904—

Allen T. Westlake, Dean of the Horological Department and Instructor in Engraving and Optics, 1894-1896; 1899—

Clarence R. Hart, Instructor in Finishing, Repairing and Drawing, 1905—

James A. Miner, Instructor in Elementary Watchwork, 1899—

Albert S. Anderson, Instructor in Jewelry and Clock Repairing, 1906—

Frederick E. Brown, Assistant in Elementary Watchwork, 1906—

Charles H. Brobst, M. D., Lecturer in Optics, 1904—

Convocation and Founder's Day Orators.

Convocation Addresses.

June 24, 1898. "The Genesis and Genius of Western Life." Judge Christian C. Kohlsaat, Chicago.

June 23, 1899. "The Development of National Character." Hon. George E. Adams, Chicago.

June 22, 1900. "The Graduate—His Equipment, His Hopes and His Obligations." Chancellor W. S. Chaplin, Washington University, St. Louis.

June 21, 1901. "The Use of Fiction in Education." Professor Richard G. Moulton, University of Chicago.

June 20, 1902. "Education for Democracy."

Professor Graham Taylor, Chicago.

June 19, 1903. "College Education and the Business Career." Mr. Adolphus C. Bartlett, Chicago.

June 17, 1904. "The Leadership of the General Government in Public Education."

President Richard H. Jesse, University of Missouri.

June 23, 1905. "The Landmarks of Life."

Professor Albion W. Small, University of Chicago.

June 22, 1906. "Tendencies in Modern Education."

President John W. Cook, Illinois State Normal School.

June 21, 1907. "Problems of Greater America."

Chancellor E. Benjamin Andrews, University of Nebraska.

Founder's Day Addresses.

Oct. 8, 1897. Dedicatory Address.

Hon. Lyman J. Gage, Secretary of Treasury.

Oct. 8, 1898. "Moral Nature of Scientific Study."

Professor Thomas C. Chamberlain, University of Chicago.

Oct. 8, 1899. "Democracy and Education."

Miss Jane Addams, Hull House, Chicago.

Oct. 8, 1900. "The Student at the Bar of Judgment."

Rev. Caspar Wistar Hiatt, Cleveland, Ohio.

Oct. 8, 1901. "Education and Society."

Rabbi Emil G. Hirsch, Chicago.

Oct. 8, 1902. "Illinois Charitable Institutions, Their Government and Control."

Hon. Francis W. Parker, Chicago.

Oct. 8, 1903. "Educational Institutions."

The Right Rev. Bishop John L. Spalding, Peoria.

Oct. 8, 1904. "Certain Phases of the Educational Problem."

President Thomas McClelland, Knox College.

Oct. 8, 1905. "Tolstoi."

Dr. Edward A. Steiner, Iowa College.

Oct. 8, 1906. Program reported in this volume.

Public Lectures.

1897-8. "Art Among the Ancient Hebrews."

William R. Harper, University of Chicago.

"A Trip to Greenland."

Elias P. Lyon.

"Our Bacterial Friends."

O. B. Will, M. D.

"Young Men in Human Progress."

Oliver J. Bailey.

"A Trip to the Yosemite."

Nellie S. Kedzie.

"China's Possibilities for Future Greatness."

Charles T. Wyckoff.

"Modern Socialism."

Albion W. Small, University of Chicago.

"Comets and Nebulae."

Clarence E. Comstock.

"From Portland to Sitka."

Helen Bartlett.

"Rugby and Tom Brown."

Newton C. Dougherty.

"Manual Training."

Charles A. Bennett.

"The Atmosphere."

James B. Garner.

"Homer—A Study in Immortality in Literature."

Edward O. Sisson.

"Purpose and Method of Education."

The Right Rev. Bishop John L. Spalding.

- 1898-9. "Some Aspects of Poetry" (Three Lectures).
Edward O. Sisson.
"The Effects of Light on Animals and Plants"
(Three Lectures).
Elias P. Lyon.
"The Development of the British Empire."
(Three Lectures).
Charles T. Wyckoff.
- 1899-1900. "Greek and Roman Life." (Three Lectures)
Theodore C. Burgess.
"The Solar System." (Three Lectures).
Clarence E. Comstock.
"Electrical Waves." (Three Lectures).
Frederick L. Bishop.
"Great Britain and the South African
Republics."
Charles T. Wyckoff.
- 1900-01. "Interpretative Readings." (Three Lectures)
Edward O. Sisson.
"The Arthurian Legends." (Three Lectures)
Helen Bartlett.
"Historic Styles in Architecture."
Charles A. Bennett.
- 1901-02. "The Problems of Democracy." (Six Lectures)
Albion W. Small, University of Chicago.
"Russia."
Newton C. Dougherty.
"England."
Edward O. Sisson.

"Japan: History and Scenery."

Charles T. Wyckoff.

"Japan; Social and Industrial Life."

Charles T. Wyckoff.

1902-03. "The City Beautiful." (Six Lectures).

Charles Zeublin, University of Chicago.

"The Philippines."

George A. Zeller.

"A Day in Ancient Rome."

Theodore C. Burgess.

"A Day in Ancient Athens."

Theodore C. Burgess.

"Breakfast Foods."

Gertrude Coburn.

"Economical Cooking."

Gertrude Coburn.

1903-04. "Wrought Iron Work of the Middle Ages."

Charles A. Bennett.

"Clouds—Their Beauties and Their Terrors."

Clarence E. Comstock.

"Relation of Chemistry to Industrial Progress."

George C. Ashman.

"Men Who Made the Nation." (Six Lectures)

Edwin E. Sparks, University of Chicago.

1904-05. "Bread Making."

Alice D. Feuling.

"Robert Louis Stevenson."

Mary D. Spalding.

"Bacteria in Daily Life."

Wales H. Packard.

"Men Who Made the Nation." (Six Lectures)

Edwin E. Sparks, University of Chicago.

1905-06. "The Evolution of the Christian Church Building."

Charles A. Bennett.

"The Composition of the Atmosphere."

George C. Ashman.

"Berlin."

Helen Bartlett.

"The Slavic World." (Six Lectures).

Edward A. Steiner, Iowa College.

1906-07. "The Making of a Great Newspaper."

Richard Henry Little, Chicago.

"The Value of Mathematics to Practical Life."

Clarence E. Comstock.

"Starved Rock and the Canyons of the Illinois."

Charles T. Wyckoff.

"The Ring and the Book."

Margaret McLaughlin.

"American Literature." (Six Lectures).

Harry G. Paul, University of Illinois.

Graduates of Bradley Polytechnic Institute

1898

UNLAND, CORINNE C. (MRS. JAMES H. ANDERSON),
Box 810, Houston, Texas.

Literature; University of Chicago, 1898-9. Teacher, 1899-1900.

1899

ANDERSON, JAMES H., Box 810, Houston, Texas.

Science; Winner University of Chicago Scholarship; University of Chicago, 1899; Chemist, Industrial Cotton Oil Co., of Texas, 1900—

LYON, CHARLES H., 206 Culter St., Peoria.

Classics; Winner University of Chicago Scholarship; Student in Mechanical Engineering, Y. M. C. A. School, Peoria, 1904-5; City Electrician, Peoria, 1905—

1900

CROFOOT, MARGUERITE (MRS. C. C. LEFFINGWELL),
85 Park Ave., Passaic, N. J.

Classics; Winner University of Chicago Scholarship; University of Chicago, 1900-2, A. B., *ibid.*, 1902, Honorable Mention; Teacher, Peoria Schools, 1902-3; Assistant in Greek and Latin, Bradley Institute, 1903-6.

DEXTER, JOHN R., Ardmore, Okla.

Literature; University of Chicago, 1900-2, Ph. B., *ibid.*, 1902; President Indianahoma Trust Co., Ardmore, Okla.

HOOD, FLORENCE (MRS. H. M. SOLENBERGER),
221 College St., Springfield.

Classics; Winner University of Chicago Scholarship; University of Chicago, 1900-2; A. B., *ibid.*, 1902; Registrar Chicago Bureau of Charities, 1903-4.

LEFFINGWELL, CLARENCE C., 416 W. 13th St., New York.

Literature; University of Chicago, 1901-2; Ph. B., *ibid.*, 1902; Assistant in Greek and Latin, Bradley Institute, 1901-3; Private Tutor, 1903-4; Manager News-stand Circulation Collier's Weekly, 1904—

*NELSON, CARL G.,

Classics; Augustana College, Rock Island, 1900, 1902-3; B. D. and M. A., *ibid.*, 1903; University of Chicago, 1901-2; called to a church in Manson, Iowa.

*Died, 1905.

PAGE, ROY, San Cristobal, Cuba.

Science; Cornell University, 1900-1; Business, Chicago, 1902-6; Engaged in fruit culture, San Cristobal, Cuba.

PARKER, MARGUERITE (MRS. FRANK L. HINMAN),
Tremont.

Science; University of Chicago, 1900-2, B. S., 1902; Teacher in Peoria Schools, 1902-4.

RICE, MARY VIRGINIA, 921 21st St., Rock Island.

Literature; University of Michigan, 1900-2, A. B., *ibid.*, 1902; Teacher, Peoria Schools, 1903-6; Student, University of Chicago, Summer, 1906; Teacher, Rock Island High School, 1906—

SANNER, LAURA E. (MRS. ROBT. PARKER),
1738 Clarkson St., Denver, Colo.

Literature; Teacher, Wyoming, Ill., Schools, 1900-2.

SMITH, RALPH H., 26 Lorain Block, Lorain, Ohio.

Classics; University of Chicago, 1900-3, A. B., *ibid.*, 1902; Starling Medical College, 1903-5, M. D., *ibid.*, 1905; Interne, St. Francis Hospital, Columbus, 1905-6; Physician, Lorain, Ohio, 1906—

WARBEKE, JOHN M., Williamstown, Mass.

Classics; Princeton University, 1901-3, A. B., *ibid.*, 1903; University of Leipsic, and travel in Europe, 1903-6; Ph. D., *ibid.*, 1906; Instructor in German, Williams College, 1906—

1901

BRUBAKER, HAROLD C., 6542 Ellis Ave., Chicago.

Classics; Winner University of Chicago Scholarship; University of Chicago, 1901-3, A. B., *ibid.*, 1903; Western Electric Co., Indianapolis, 1903-6; *ibid.*, Chicago, 1906-7; Goodman Manufacturing Co., Chicago, 1906—

FULLER, WALTER,
U. S. Gypsum Co., 1158 S. Roby St., Chicago.

Science; University of Chicago, 1901, S. B., *ibid.*, 1904; Student Laboratory-Inspector, *ibid.*, 1901-4; Chemist, Kennicott Water Softener Co., Chicago, 1905-6; Chemist, Glucose Sugar Refining Co., Pekin, 1906; U. S. Gypsum Co., Chicago, 1907—

GEIGER, MABEL L., 1120 Perry Ave., Peoria.

Classics; University of Illinois, 1901-3; B. L. S., *ibid.*, 1903; Teacher Peoria Schools, 1903—

KELLY, MILDRED (MRS. WM. J. ANICKER),
Morris, Okla.

Literature; Mt. Holyoke, 1902-3.

MACCLYMENT, GEORGE R.,
419 Observatory Bldg., Peoria.

Science; University of Chicago, 1901-3; Assistant Cashier of Bank, Scott, Wrigley & Hammond, Wyoming, 1903-7; Assistant Manager, Lydia Bradley Estate, 1907—

OLMSTEAD, MAUD C. (MRS. E. V. LAWRENCE),
611 W. Stoughton St., Urbana.

Science; Assistant in Sewing, Bradley Institute, 1901-5.

PORTER, ALBERT L.,
Brookfield.

Science; Student in Correspondence Course in Architecture, Chicago, 1901; Mechanical Draftsman, Chicago; Designer, Water Softening Machinery, 1904-5; Engineering Department, Fairbanks, Morse Co., Chicago, 1906—

SWANSON, E. ADELIA,
Manning, Iowa.

Literature; Winner University of Chicago Scholarship; University of Chicago, 1901-2; Ph. B., *ibid.*, 1902; Teacher of German and English, High School, Indianola, Iowa, 1902-3; Teacher of German, High School, Owatonna, 1903-7; Teacher of German and Principal of High School, Manning, Iowa, 1907—

TRACY, ANNIE C.,
313 Callender Ave., Peoria.

Literature; Teacher, Peoria Schools, 1901—

WEIRICK, ELIZABETH S.,
Ferry Hall, Lake Forest.

Literature; University of Chicago, 1901-3; B. S., *ibid.*, 1903; Instructor in Chemistry, Pratt Institute, Brooklyn, N. Y., 1903-7; Instructor in Science, Ferry Hall, Lake Forest, Ill., 1907—

1902

BENNETT, FRANK W.,
Rose Polytechnic Institute, Terre Haute, Ind.

Literature; Winner University of Chicago Scholarship; University of Chicago, 1902-3; A. B., *ibid.*, 1903, Honorable Mention; Instructor in English and German, Rose Polytechnic Institute, Terre Haute, 1904—

BRUBAKER, WILLIAM C.,
6542 Ellis Ave., Chicago

Science; Armour Institute of Technology, 1902-6, B. S., *ibid.*, 1906, White Scholarship, 1905; Engineer with Pullman Co., Chicago, 1906—

HANCOCK, TRACY M., Lacon.

Science; Business in Lacon, 1902—

KELLOGG, ANNE A., 1017 State St., Peoria.

Literature; Winner University of Chicago Scholarship; University of Chicago, 1902-3; Ph. B., *ibid.*, 1903; Honorable Mention in English; Graduate Student, University of Chicago, Summer, 1905; Teacher of German and English, High School, Marquette, Mich., 1903-5; Teacher of German and English, High School, Peoria, 1905—

KIRTLEY, LUTHER L.,
123 S. Fifth St., E. Salt Lake, Utah.

Science; Marietta College, 1900-1; University of Chicago, 1902-3; B. Sc., *ibid.*, 1903; Engineer, Eveleth, Minn., 1903-5; University of Chicago, Winter and Spring, 1905; University of Wisconsin, 1905-6; School of Mines, Columbia University, 1906-8; To receive degree of E. M., 1908.

MERRELL, MORTON W., 819 Garfield Place, Evanston.

Classics; Northwestern University, 1902-4; A. B., *ibid.*, 1904; Garrett Institute, 1904-8; Pastor, M. E. Church, Sheffield, Ill., 1906—

SWEETSER, IRVING J., 1421 15th Ave., Seattle, Wash.

Classics; with Phil Sheridan Mining Co., Washington, 1902-4; Standard Oil Co., Peoria, 1905-7; Montana St. Mill Co., Seattle, Wash., 1907—

THOMAS, GEORGE EARL, 608 Wisconsin Ave., Peoria.

Classics; Business, Peoria, 1902—

WELLS, EDGAR B., Thomson.

Science; University of Chicago, 1902-4; Ph. B., *ibid.*, 1904; Principal of High School, Delavan, 1905-6; Teacher of Science, Township High School, Pontiac, 1906-7; State Teacher's Certificate for Illinois, 1906; Superintendent of Schools, Thomson, Ill., 1907—

1903

BALLANCE, WILLIS H., 216 Randolph Ave., Peoria.

Science; Cornell University, 1903-6; B. S., *ibid.*, 1906; with Weston Mott Co., Flint, Mich., 1906-7.

BELL, MARCIA, (MRS. THOMAS R. BLAIR),
209 Perry Ave., Peoria.

Literature.

- BOURLAND, JULIA P. (MRS. ARTHUR CLARK),
511 Ellis Street, Peoria.
Literature; Smith College, 1903-5; A. B., *ibid.*, 1905; Instructor in
Biology, Bradley Institute, 1905-6.
- BROWN, DELOSS S., 99 Barker Ave., Peoria.
Mechanic Arts; Business, Peoria, 1903—
- CALVERT, MAUDE, 1630 13th Ave., Seattle, Wash.
Literature; University of Chicago, 1903-4; Ph. B., *ibid.*, 1904;
Teacher, Peoria Schools, 1904-5; Teacher of French, High School,
Seattle, 1905—
- COWELL, MARK W., 221 Crescent Ave., Peoria.
Science; University of Michigan, 1903-6; A. B., *ibid.*, 1906; with
Avery Co., Peoria, 1906—
- CUTRIGHT, SIDNEY B., 313 Barker Ave., Peoria.
Classics; Business, Peoria, 1903—
- DURHAM, MARGARET L., 306 N. Glen Oak Ave., Peoria.
Literature; Teacher, Peoria Schools, 1904—
- DURLEY, ELIZABETH R., 1825 7th St., Des Moines, Ia.
Literature; Winner University of Chicago Scholarship; University
of Chicago, 1903-4; Teacher, Des Moines, Iowa, 1905—
- FAVILLE, MILDRED, Appleton, Wis.
Literature; University of Chicago, 1903-5; Ph. B., *ibid.*, 1905;
Teacher, Peoria Schools, 1905-7.
- GRABER, LOTTIE A., 1224 Seventh Ave., Peoria.
Classics; Winner University of Chicago Scholarship; University of
Chicago, 1903-5; A. B., *ibid.*, 1905. Teacher, High School, Knoxville,
1905-7.
- HARPER, MARY J. (MRS. HENRY H. LANE), Norman, Okla.
Science; University of Chicago, Summer, 1901, 1904-5; B. S., *ibid.*,
1905; Scholarship in Zoology, *ibid.*; Assistant in Science, Bradley
Institute, 1903-4; Teacher, Peoria Schools, 1905.
- JOBST, NETTIE, 511 N. Madison Ave., Peoria.
Science, travel in Europe, Summer, 1905.

JOSEPH, DON R., Rockefeller Institute, New York.

Science; Holder of Special Scholarship, University of Chicago; University of Chicago, 1903-4; B. S., *ibid.*, 1904, Honorable Mention; Brainard Medal in Anatomy, *ibid.*, 1904; St. Louis University, 1904-7; M. S., *ibid.*, 1906; M. D., *ibid.*, 1907; Assistant in Physiology, Medical Department, *ibid.*, 1904-7; Professor of Physiology, St. Louis Dental College, 1906-7; Research Fellowship, Rockefeller Institute for Medical Research, New York City, 1907—. Publications, "Effects of Intravenous injection of Pork-bone Marrow on the Blood-pressure," *American Journal of Physiology*; "The Influence of Organ-extracts of Cold-blooded Animals on the Blood-pressure," *Journal of Physiology*, London, Journal of Experimental Medicine; "The Influence of Vagus Stimulation upon the Development of Rigor in the Heart," (In press). "The Relation of the Heart-weight to the Body-weight in Animals," (In press). "The Comparative Toxicity of the Chlorides of Magnesium, Calcium, Potassium and Sodium," (In press).

PINGER, GEORGE C., Youngstown, O.

Engineering; Cornell University, 1903-5; M. E., *ibid.*, 1905; Junior Member American Society of Mechanical Engineers; Draftsman, Snow Steam Pump Co., Buffalo, N. Y., 1905-6; Struthers Well Co., Warren, Pa., 1906; Wm. Tod Co., Youngstown, O., 1906—

RICE, MONTGOMERY G., 205 $\frac{1}{2}$ Madison St., Peoria.

Literature; University of Michigan, 1903-6; LL. B., *ibid.*, 1906; Admitted to Michigan Bar, 1906; Admitted to Illinois Bar, 1906; Lawyer.

RIDER, GEORGIA, Pekin.

Literature; Teacher, Tremont, Ill., 1904; Havana, Ill., 1906; Student, University of Chicago, Summer, 1907—

SCHIMPF, OSCAR J., 745 Pennsylvania Ave., Gary, Ind.

Engineering; Assistant City Electrician, Peoria, 1903-5; Chief Engineer and Electrician, Buckeye Powder Co., Edwards, Ill., 1905; with Mills Electric Company, 1906-7; Manager Electric Department for Wheelock & Co., 1907-8; with U. S. Steel Corporation, Gary, Ind.

SCULLIN, BERTHA M., 714 Bryan St., Peoria.

Classics; Winner University of Chicago Scholarship; Assistant in Sewing, Bradley Institute, 1903-5; University of Chicago, Summer, 1904, 1905-6; A. B., *ibid.*, 1906; Assistant in Domestic Science, Bradley Institute, 1906—

SCHUREMAN, MARY O. (MRS. GEORGE F. IMIG),
1223 N. Sixth St., Sheboygan, Wis.

Literature; Smith College, 1904-6; A. B., *ibid.*, 1906.

SEATON, EDITH M., 747 Jackson St., Peoria.

Classics; Teacher, Peoria Schools, 1903—

STOCK, EDWARD F., 506 Sanford St., Peoria.

Science; Clerk, T. P. & W. R. R. Office, 1903-6; Freight Accountant, *ibid.*, 1906—

STOWELL, LAURA A., 2940 Oakes Ave., Everett, Wash.

Science; Teacher Domestic Economy, High School, Calumet, 1903-7; Everett Wash., 1907—

SUMMERS, LILLIAN M., (MRS. JOHN B. TANSIL),
1017 Willett Ave., Memphis, Tenn.

Classics; Northwestern University, 1903-4; Vanderbilt University, 1904-5; A. B., Northwestern University, 1905; Teacher, Peoria Schools, 1905-8.

TJADEN, HERTHA M., 205 S. Underhill St., Peoria.

Literature; Teacher's Certificate in Domestic Economy, Bradley Institute, 1906; Teacher, Domestic Science, Peoria Schools, 1906-7; Director of Domestic Science, Y. W. C. A., Rockford, Ill., 1907; Teacher, Public Schools, Peoria, 1908—

WEST, VICTOR J., 1030½ S. Flower St., Los Angeles, Cal.

Literature; University of Chicago, 1904-5; Ph. B., *ibid.*, 1905; Instructor in English, Bradley Institute, 1905-6; Secretary, Briggs Real Estate Co., Los Angeles, Cal., 1906-8.

1904

BELSLEY, RAY J., 1405 N. Jefferson Ave., Peoria.

Engineering; Business, Peoria, 1904—

BENTON, CHARLES K., 207 Crescent Ave., Peoria.

Science; Dartmouth College, 1904-6; B. S., *ibid.*, 1906; Honorable Mention in Economics; Phi Beta Kappa; Business, Peoria, 1906—

BRUNINGA, JOHN H.,
U. S. Patent Office, Washington, D. C.

Engineering; Laboratory Aid, Bureau of Standards, Washington, D. C., 1904-5; Draftsman, U. S. Navy Yard, 1905; Special Student in Electrical Engineering, George Washington University, 1904-6; Assistant Examiner, U. S. Patent Office, 1905—

CUTRIGHT, LOIS I., Salina, Kansas.

Literature; Teacher, 1904-6; University of Chicago, 1906-7; Ph. B., 1907; Teacher, High School, Salina, Kansas, 1907—

ELSBREE, FLORENCE A. (MRS. J. O. CHAMBERS),
Pierson.

Classics; University of Chicago, 1904; Shurtleff College, 1904-5; A. B., *ibid.*, 1905; Head of Language Department, Greer College, 1905-6; Special Teacher at Harrison School, Peoria, 1906-7.

EVANS, ROLLA, Q., 1400 K. St., N. W., Washington, D. C.

Science; Harvard University, 1904-6; Architectural Draftsman with Carrere & Hastings, of New York City, 1906—

GORSLINE, WILLIAM W.,
621 Washington St., Burlington, Iowa.

Science; University of Chicago, Summer, 1904; Graduate Student, Bradley Institute, 1904-5; University of Chicago, Summer and Fall, 1905; Summer, 1907; B. S., *ibid.*, 1907; Instructor in Mathematics, High School, Goshen, Ind., 1905-7; Instructor in Senior Mathematics, High School, Burlington, Iowa, 1907—

GRIGSBY, HARRY D., 518 Monroe St., Topeka, Kansas.

Science; University of Illinois, 1904-6; B. S., *ibid.*, 1906; Assistant City Engineer, Santa Anna, California, 1906-7; Chemist, C. R. I. & P. R. R., 1907—

HECKMAN, LILLIAN S. (MRS. W. R. POOL),
Seattle, Wash.

Science; University of Chicago, 1904-6; Ph. B., *ibid.*, 1906.

HELMBOLD, IDA J., 711 North St., Peoria.

Classics; Teacher, Peoria Schools, 1904—

MAYER, SIMON, 1238 N. Alabama St., Indianapolis, Ind.

Classics; University of Chicago, 1904-5; A. B., *ibid.*, 1905; Engineering Department, C. & N. W. R. R., Pierre, S. D., 1905-7; Instructor, Manual Training, Indianapolis, Ind., 1907—

MILLER, CHARLES W., 601 First Ave., Peoria.

Literature; University of Michigan (Medical School), 1904-8; A. B., *ibid.*, 1906; to receive degree of M. D., 1908; appointed interne at Allegheny General Hospital, Pittsburg, Pa.

MORGAN, HARRY D., 6020 Ellis Ave., Chicago.

Classics; Winner University of Chicago Scholarship; University of Chicago, 1904-6; A. B., *ibid.*, 1906; Honorable Mention for work in Senior College; Phi Beta Kappa; University of Chicago Law School, 1906—

NEEF, FRANCIS J.,
22 North Hall, University of Chicago, Chicago.

Literature; University of Chicago, 1904-5; Ph. B., *ibid.*, 1905; University of Lausanne and travel in Europe, 1905-6; University of Berlin, Summer Semester, 1906; University of Berlin, Winter Semester, 1906-7; University of Leipsic, Summer Semester, 1907; Graduate Student, University of Chicago, 1907-8; Fellow in German, *ibid.*, 1907-8.

OLMSTEAD, RALPH W., 806 N. 53rd Ave., Austin.

Science; with Bartlett, Frazier & Carrington, Chicago, 1900—

PAUL, JOSEPH W., Watseka.

Engineering; Assistant in Manual Training, Rockford Schools, 1904-7; Instructor in Mechanical Drawing, Y. M. C. A. Night School, 1905-6; Graduate Student, Manual Training, Bradley Institute, 1907-8.

RITCHIE, VONNA V. (MRS. DELOSS S. BROWN),
99 Barker Ave., Peoria.

Science; James Millikin School of Music, Decatur, Ill., 1904-5.

ROCKWELL, IVA F., 117 W. Armstrong Ave., Peoria.

Classics; Winner of University of Chicago Scholarship; University of Chicago, 1904-6; A. B., *ibid.*, 1906, Honorable Mention, Member University Council; Assistant, Ancient Languages, Bradley Institute, 1906—

ROGERS, LULU E. (MRS. OTTO W. BOERS), Chillicothe.

Science; Teacher, Peoria Schools, 1905.

SPECK, CHARLES H., 6031 Ellis Ave., Chicago.

Engineering; Business, Peoria, 1904-6; University of Chicago Law School, 1906— To receive degree of Ph. B., 1908.

STEMM, JOSEPHINE A., 514 St. James St., Peoria.

Literature; Teacher, Peoria Schools, 1904—

VANCE, MYRA L., 172 Institute Place, Peoria.

Literature; Teacher, Peoria Schools, 1907—

WILSON, EDNA L., 701 Maple Ave., Oak Park.
Literature; Teacher, Oak Park, Ill., 1905-7.

1905

ARMSTRONG, JOHN E.,
Phi Gamma Delta Lodge, Ithaca, N. Y.
Engineering; Cornell University, 1905—

BARTLEY, JOSEPH F.,
514 Cheever Court, Ann Arbor, Mich.
Literature; Law Department University of Michigan, 1906— To
receive degree of LL. B., in June, 1908.

BECHT, FRANK C., 5426 Lexington Ave., Chicago.
Literature and Science; Winner University of Chicago Scholarship;
University of Chicago, 1905-6; Fellowship in Physiology, *ibid.*, 1906-7;
Assistant in Physiology, *ibid.*, 1907-8; Member of Sigma Chi. Publica-
tions, *American Journal of Physiology*, "The Relation between the
Blood Supply to the Submaxillary Gland and the Character of the
Chorda and the Sympathetic Saliva;" "Mechanism by which Water is
Eliminated in the Active Salivary Glands;" "The Effect of Head upon
Animal Tissue with special reference to Nerves."

BOURLAND, FREDERICK B., 624 N. Elizabeth St., Peoria.
Engineering; Printing Business, 1905; Engineering Department,
Briggs Real Estate Co., Los Angeles, Cal., 1906-7; Printing Business,
Peoria, 1907—

BRISLEY, MABEL L., 416 Windom St., Peoria.
Literature; Normal Training Class, Peoria High School, 1906-7;
Teacher, Peoria High School, 1906— Correspondence Courses, Eng-
lish, French and History, University of Chicago.

CATION, JENNIE G., 605 Bradley Ave., Peoria.
Literature; Teacher's Certificate in Domestic Economy, Bradley
Institute, 1906; Assistant in Domestic Economy, Lincoln Centre,
Chicago, Oct., 1906, to January, 1907; Manager's Assistant at the Home
Delicacies Association, Chicago, Jan. 1907; Teacher, Home Economics,
Loring School and Kenwood Institute, Chicago, 1907—

COOPER, MARILLA E., 415 Barker Ave., Peoria.
Literature; Oberlin College, 1905-7; A. B., *ibid.*, 1907; Teacher,
High School, Wyoming, Ill., 1907—

COPES, KATHERINE, Delavan.

Science; Teacher in Tazewell County Schools, 1905-6; Teacher, Delavan, 1906—

CUTRIGHT, FLORENCE A., Louisiana, Mo.

Classics; Winner University of Chicago Scholarship; University of Chicago, 1905-6; A. B., *ibid.*, 1906; Honorable Mention, *ibid.*; Teacher of Latin and English, Public Schools, Louisiana, Mo., 1907—

DICKSON, VICTOR H., 1411 Knoxville Ave., Peoria.

Engineering; Massachusetts Institute of Technology, 1905-7; B. Sc., *ibid.*, 1907; with Dickson & Co., Peoria, 1907—

EDWARDS, NETA G., 5642 Madison Ave., Chicago.

Literature; University of Chicago, 1905-7; Ph. B., *ibid.*, 1907; Teacher, High School, Watseka, Ill., 1907—

HALE, VERA H., 6501 Kimbark Ave., Chicago.

Classics; Teacher, Mapleton, 1905-6; University of Chicago, Summer, 1906; Teacher, Dolton, 1906—

HEYLE, ESSIE M., 127 Elmwood Ave., Peoria.

Science; Certificate in Domestic Economy, Bradley Institute, 1906; Teacher, Domestic Economy, Bacon Mission, Peoria, 1906; Student, Simmons College, Boston, 1906-7; Teacher of Domestic Science, Public Schools, Kansas City, Mo., 1907—

KANNE, VERONA E., 1119 Trenton St., Los Angeles, Cal.

Literature; Teacher, Peoria Schools, 1905-6; Teacher, Domestic Science, Los Angeles, Cal., 1906—

KEITHLEY, GILES E., 1601 Knoxville Ave., Peoria.

Science; Lake Forest University, 1905-7; A. B., *ibid.*, 1907.

LAGERGREN, GUSTAF P.,

89 Middle Divinity, University of Chicago, Chicago.

Literature; Draftsman Illinois Steel Bridge Co., Jacksonville, 1905-6; University of Chicago, 1906; Draftsman, Lyon & Healy, Chicago, April to October, 1907; Senior College Scholarship, University of Chicago, 1907; to receive A. B., 1908.

LYNCH, RALPH A., 515 Illinois Ave., Peoria.

Engineering; University of Illinois, 1905—; To receive degree of A. B., 1908.

OSBORNE, ISABEL M., 1103 Perry Ave., Peoria.

Literature; Student, Domestic Science, Bradley Institute, and University of Illinois, 1906—

STRAESSER, MABEL S., 1000 N. Glendale Ave., Peoria.

Science; Teacher, Peoria Schools, 1905—

1906

BUCKLEY, MIRIAM E., 308 N. Orange St., Peoria.

Literature; Graduate Student, Bradley Institute, 1906-7; Teacher, Peoria Schools, 1907—

COLBY, HENRY H., 1107 Fourth Ave., Moline, Ill.

Science; Machinist, Granville, 1906; Ottawa, 1907; Die Maker, Moline, 1908—

COLLINS, BERYL B., 514 Cheever Court, Ann Arbor.

Science; Law Department University of Michigan, 1906—; Completes Law Course, 1908.

COWELL, JOSEPH G., 221 Crescent Ave., Peoria.

Science; Graduate Student, Bradley Institute, 1906-7; University of Illinois, 1907—

DOUBET, MARY D., 107 Bigelow St., Peoria.

Classics; Teacher, Peoria Schools, 1906—

ELLIS, ELEANOR, 162 N. Greenwood Ave., Peoria.

Literature; Winner University of Chicago Scholarship; Graduate Student in Domestic Economy, Bradley Institute, 1906-7; Teacher of Cooking and Sewing, Public Schools, Kansas City, Mo., 1907—

FARLEY, NELLIE R., 217 Missouri Ave., Peoria.

Literature; University of Missouri, 1906—

FAST, BYRON M., 410 Chalmers Ave., Champaign, Ill.

Science; Teacher of Manual Training, Grand Rapids, Wisconsin, 1906-7; University of Illinois, 1907—

GREVES, GEORGE L., 212 Wisconsin Ave., Peoria.

Science; Graduate Student in Chemistry, Bradley Institute, 1906-7; Teacher of Manual Training, Peoria Public Schools, 1907—

HARRIS, JOSEPH W., Seward.

Science; Graduate Student, Bradley Institute, 1906-7; with Westinghouse Electric Co., Pittsburg, Pa., 1907—

HELMBOLD, JESSIE T., 711 North St., Peoria.

Science; Teacher, Peoria Schools, 1906—

HAYES, VERA J., 227 Missouri Ave., Peoria.

Literature; Northwestern University, 1906—

HEYLE, FRANKLIN T., 127 Elmwood Ave., Peoria.

Engineering; University of Illinois, 1906—

HUNTER, EDITH A., 103 Ayers Ave., Peoria.

Literature; Teacher's Certificate in Domestic Economy, Bradley Institute, 1906; Teacher, Carrollton, Ill., 1906-7; Teacher, Domestic Science, Peoria Public Schools, 1907—

KENDALL, J. ORVILLE, 1104 Fifth Ave., Peoria.

Science; with Avery Company, 1906—

KIRKPATRICK, MADGE I., 608 N. Jefferson Ave., Peoria.

Literature; Graduate Student in Domestic Economy, Bradley Institute, 1906-7; Teacher of Algebra and Domestic Economy, Pekin High School, Pekin, Ill., 1907—

LUKENS, JOHN E., 126 S. Ash St., Ottumwa, Ia.

Science; Teacher of Science, High School, Chariton, Ia., 1906—

LYDING, HARRISON A., 6154 Ellis Ave., Chicago.

Science; Winner of Chicago Scholarship; University of Chicago, 1906-8; Senior College Scholarship, *ibid.*, 1907-8; B. S., *ibid.*, 1908.

MILLS, HELEN S., 2312 Calumet Ave., Chicago.

Science; Graduate Student and Assistant in Chemistry, Bradley Institute, 1906-7.

NEILL, LOUIS A., 1424 State St., Milwaukee, Wis.

Engineering; Draftsman, American Hardware Co., Ottawa, 1906-7; with Lake Superior & Southern R. R., 1907—

PHILLIPS, IRENE L., Delavan.

Literature; Graduate Student, Bradley Institute, 1906-7; Teacher, Stark, Ill., 1907—

- ROCKWELL, FLOY E., 314 North St., Normal, Ill.
Literature; Illinois Wesleyan University, 1907—
- SHEA, EDNA E., 335 Henry St., Peoria.
Literature; Teacher, Peoria Schools, 1906—
- SIMMS, FRED. S., 118 Pennsylvania Ave., Peoria.
Mechanic Arts; University of Illinois, 1906-7; Business, Peoria,
1907—
- TINEN, MARY E., 211 Sumner Ave., Peoria.
Literature; Teacher, Peoria Schools, 1906—
- TOBIAS, AGNES M., 426 North St., Peoria.
Literature; Teacher, Special Teacher of Drawing, Glen Oak
School, Peoria, 1906-7; Student, Summer School, Bradley Institute,
1907.
- WRIGHT, LELA M., 5602 Drexel Ave., Chicago.
Literature; University of Chicago, 1906— To receive Ph. B., 1908.

TEACHER'S CERTIFICATE.

- DAVISON, CHARLES R., 5 Sybella St., Bellevue, Pa.
Teacher of Manual Training, Allegheny, Pa., 1906-7; Bellevue,
Pa., 1907—
- GOLDSMITH, MAUD, 208 S. College Ave., Bloomington, Ind.
Supervisor of Manual Training, in Grade Schools and High
School, Bloomington, Ind. 1906.
- M McNABNEY, CHARLES, 1721 Boyelston St., Seattle, Wash.
Teacher of Manual Training, Lincoln High School, Seattle, Wash.,
1906—
- WRIGHT, MARY ALICE, 1124 First St., Springfield.
Teacher of Manual Training, Teachers' Training School, Spring-
field, 1906-7; Assistant Supervisor of Manual Training and Drawing,
Public Schools, Bloomington, Ind., 1907—

The Certificate in Domestic Economy was conferred upon Jennie E. Cation, Essie M. Heyle, Edith A. Hunter and Hertha Tjaden, whose records will be found on preceding pages.

1907

- BAKER, ARTHUR E., 1212 S. Adams St., Peoria,
Science; Medical School, University of Michigan, 1907—
- COALE, WILLIS B., 505 Bigelow St., Peoria.
Classics; Teacher, Tazewell Co., 1907—
- FELTGES, EDNA M., 521 New York Ave., Peoria.
Literature; Teacher, Edelstein, 1907—
- GRANT, SARA J., 412 Pennsylvania Ave., Peoria.
Literature; Art Institute, Chicago, 1907—
- HARTE, LOUISE W., Minonk, Ill.
Literature; Teacher, Glasford, Ill., 1907—
- HAUK, GRACE E., 711 Seventh Ave., Peoria.
Classics; Assistant in English and Library, Bradley Institute,
1907—
- HAYWARD, JAMES C., 409 Dechman Ave., Peoria.
Science; Student, Cornell University, 1907—
- KELLAR, HERBERT A., 5700 Drexel Ave., Chicago.
Classics; University of Chicago, 1907—
- MILLER, FREDERICK F.,
220 N. Ingalls St., Ann Arbor, Mich.
Science; Medical School, University of Michigan, 1907—
- O'BRIEN, EDNA M., Morton, Ill.
Science.
- PATTERSON, LAURA G., 609 Bradley Ave., Peoria.
Literature; Graduate Student, Bradley Institute, 1907—
- RIDER, ELIZABETH, Pekin.
Literature; Teacher, High School, Chillicothe, 1907—
- ROBINSON, EULALIA, Goodfield, Ill.
Literature; Teacher, Goodfield, 1907—
- ULRICH, LENA S., 323 Sixth St., Peoria.
Literature; Mt. Holyoke College, 1907—

WOOLNER, ROSE.,

Kelly Hall, University of Chicago, Chicago.

Literature; University of Chicago, 1907—

TEACHER'S CERTIFICATE.

BOWMAN, BERTHA R.,

Mt. Carroll, Ill.

Teacher of Domestic Science and Assistant in English, Frances Shimer Academy, Mt. Carroll, 1907—

ELLIS, ELEANOR, 162 N. Glenwood Ave., Peoria.

Teacher of Domestic Science, Public Schools, Kansas City, Mo., 1907— (See class of 1906.)

FRANCIS, MYRTLE D.,

39 State St., Chicago.

Teacher of Domestic Science, Girls' Industrial School, Evanston, Oct.-March, 1907; Teacher, School of Domestic Arts and Science, Chicago, March, 1907—

KIRKPATICK, MADGE I., 608 N. Jefferson Ave., Peoria.

Teacher of Algebra and Domestic Science, Pekin, Ill., 1907—
(See class of 1906.)

NELSON, ALMA E.,

Stillwater, Minn.

Teacher of Manual Training, Valley City, N. D., 1907—

TEFFT, MARY E., (MRS. CHARLES R. DAVISON),

5 Sybella St., Bellevue, Pa.

Winners of University of Chicago Scholarships.

1899 James H. Anderson, Charles H. Lyon.

1900 Marguerite Crofoot, Florence P. Hood.

Alternates,

Clarence C. Leffingwell, Mary V. Rice.

1901 Harold C. Brubaker, Adelia Swanson.

Alternates,

Anna C. Tracy, Elizabeth Weirick.

1902 Frank W. Bennett, Anne A. Kellogg.

Alternates,

Luther L. Kirtley, William C. Brubaker.

1903 Bertha M. Scullin, Lottie A. Graber.

Don R. Joseph (Special Scholarship).

Alternates,

Elizabeth R. Durley, Lillian M. Summers.

1904 Iva F. Rockwell, Harry D. Morgan.

Alternates,

Ida J. Helmbold, Florence A. Elsbree.

1905 Frank C. Becht, Florence A. Cutright.

Alternates,

Frederick B. Bourland, John E. Armstrong.

1906 Eleanor Ellis, Harrison A. Lyding.

Alternates,

Floy E. Rockwell, Lela M. Wright.

1907 Grace E. Hauk, Willis B. Coale.

Alternates,

Rose Woolner, Herbert A. Kellar.

Graduates of the Higher Academy

1901.

Science

Cowell, Mark W.

Harper, Mary J.

Stock, Edward F.

Classics

Cutright, Sidney B.

Green, Glenna M.

Scullin, Bertha M.

Summers, Lillian M.

Literature

Joseph, Don R.

Rapp, Bessie M.

Warren, Marion S.

Mechanic Arts

Triebel, Albert

1902.

Science

Ballance, Willis H. Jr.

Benton, Charles K.

Brown, Deloss S. Jr.

Gorsline, William W.

Grigsby, Harry D.

Jobst, Nettie

Kenyon, Eugene C.

Oakford, William

Engineering

Belsley, Ray J.

Bruninga, John H.

Day, Joseph

Kraemer, Frederick J.

Paul, Joseph W.

Speck, Charles H.

Classics

Mayer, Simon

Literature

Alexander, Klea

Bourland, Julia P.

Cutright, Lois I.

Durley, Rey E.

Evans, Rolla

Faville, Mildred

Miller, Charles W.

Schureman, Mary O.

Szold, Miriam

West, Victor J.

Mechanic Arts

Hammond, Harry C.

1903

Science

Becht, Frank C.
Heckman, Lillian S.
Heyle, Essie M.
Ritchie, Vonna M.
Straesser, Sara M.

Engineering

Bourland, Fred B.
Campbell, Albert D.
Dickson, Victor H.
Elliott, Hiram W.
Lynch, Ralph A.

Ward, Harry J.

Classics

Cutright, Florence A.

Literature

Bartley, Joseph F.
Cation, Jennie
Frank, Marie
Kanne, Verona
Lines, Louise
Neef, Francis J.
Wilson, Edna L.

1904

Science

Copes, Katherine E.
Cowell, Joseph G.
Dahlberg, Francis E.

Engineering

Armstrong, John E.
Colby, Henry
Heyle, Frank T.
Hough, William S.

Classics

Evans, Donald

Literature

Aylesworth, Edla J.
Carson, Bertha A.

Edwards, Neta G.
Farley, Nellie R.
Harte, Louise W.
Hayes, Vera J.
Hunter, Edith A.
Keene, Florence R.
King, Helen I.
Lagergren, Gustaf P.
Oakford, Elizabeth A.
Smallenberger, Leroy
Wright, Lela M.
Wright, Ethel W.
Woodward, Robert S.

1905

Science

Anicker, Grace
Bayne, James M.
Davis, Ruby A.
Mills, Helen S.
O'Brien, Edna M.
Wiley, Don F.
Williams, Herbert L.
Wilson, Lois A.

Engineering

Fast, Byron M.
Frye, Walter R.
Hakes, Webster H.
Horton, Phillip Z.
Neill, Louis A.

Classics

Ebaugh, Flora L.
Hack, James L.
Kellar, Herbert A.

Levy, Edith
Meeker, Maurice S.

Literature

Baldwin, Mildred S.
Block, Anna C.
Clark, Marie V.
Collins, Beryl B.
De Clark, Bertha R.
Ditewig, Coral E.
Grant, Sarah J.
Lines, Isabelle S.
Patterson, Laura G.
Robinson, Eulalia
Ulrich, Lina S.
Whiting, Alida

Mechanic Arts

Colby, Irving N.
Simms, Fred S.

1906

Science

Baker, Arthur E.,
Campbell, Exie
Griffin, Harry K.
Hayward, James C.
Houghton, Myrtle J.
Lynch, Harold W.
Macdonald, Alexander
Miller, Frederick F.

Moss, Mary E.
Van Tassel, Earl W.
Whiting, William T., Jr.
Wood, Ely E.

Engineering

Johnston, Maurice E.
Spurck, Robert M.
Wenke, John F.

Literature

Beecher, Benjamin S.
Boniface, Vivian
Bunn, Laura
Camren, Grace
Cockle, Kathleen
Geach, Laura E.
Grant Martha J.
Morris, Bessie M.
Rich, Annie J.

Stevens, Agnes E.
Straesser, Clarence W.
Straesser, Ethelyn M.
Streibich, Anna A.
Woolner, Rose

Mechanic Arts

Canterbury, Ross
Craig, Robert C.
Ferris, Ralph E.
Lander, Guy R.

1907

Science

Baumgartner, Grover
Benton, Eldredge M.
Bohl, Francis J.
Byron, Lester A.
Camren, Edna
Causey, Frederick A.
Fieselmann, Sidney
Fritze, Lucius A.
Grimes, Henry H.
Heckman, Constance C.
Lee, Grace E.
Lindeburg, Frederick G.
Love, Edith B.
Martin, Helen E.
Plowe, Robert
Saal, Grace
Schweitzer, Harry E.

Engineering

Brown, Claude E.
Cushing, Edward A.
Hudson, William H.,
Mann, Roberts J.

Literature

Blair, Alice E.
Edwards, Edna H.
Faber, Elizabeth M.
Hannam, E. Louise
Houghton, Ruth H.
King, Marie A.
Kuhl, Lora A.
Radley, Olive E.
Sengenberger, Ina C.
Stevens, I. Silsby
Ulrich, Julia M.

Mechanic Arts

Tyson, Roy U.
Werckle, Frank W.

Winners of the Institute Scholarships.

- 1901 Lillian M. Summers, Mary J. Harper.
Alternates,
Bertha M. Scullin. Glenna M. Green.
- 1902 Julia P. Bourland, Simon Mayer.
Alternates,
Elizabeth R. Durley, Nettie Jobst.
- 1903 Frank C. Becht, Florence A. Cutright.
Alternates,
Fred B. Bourland, Francis J. Neef.
- 1904 Robert S. Woodward, Louise W. Harte.
Alternates,
John E. Armstrong, Lela M. Wright.
- 1905 Edith Levy, Lina S. Ulrich.
Alternates,
Ruby A. Davis, Bertha R. DeClark.
- 1906 Vivian Boniface, Kathleen Cockle.
Alternates,
Martha I. Grant, Anna A. Streibich.
- 1907 Lora A. Kuhl, Grover Baumgartner.
Alternates,
Robert Plowe, Roberts J. Mann.

Number in Attendance.

	1897-8	1898-9	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7
Lower Academy—										
Men.....	82	140	129	110	98	88	71	102	96	76
Women.....	20	70	78	106	88	90	90	89	68	92
Total.....	102	210	207	216	186	178	161	191	164	168
Higher Academy—										
Men.....	†19	31	42	57	56	41	55	62	75	69
Women.....	11	11	42	54	51	59	64	61	63	48
Total.....	30	42	84	111	107	100	119	123	138	117
College—										
Men.....	...	16	19	16	23	31	25	27	39	39
Women.....	...	11	19	21	31	42	28	42	42	55
Total.....	...	27	38	37	54	73	53	69	81	94
Unclassified Special—										
Men.....	1	1	1	3	...	4	1	...	3	4
Women.....	11	12	17	8	3	5	7	4	13	42
Total.....	12	13	18	11	3	9	8	4	16	46
Graduate—										
Men.....	...	...	...	1	...	2	1	1	...	3
Women.....	...	...	...	1	3	2	1	2	3	7
Total.....	...	...	...	2	3	4	2	3	3	10
Total, School of Arts and Science—										
Men.....	102	188	191	187	177	166	153	192	213	191
Women.....	42	104	156	190	176	198	190	198	189	244
Total.....	144	292	347	377	353	364	343	390	402	435
Evening School—										
Men.....	85	...	...	...	...	...	...	...	...	...
Women.....	35	...	...	...	...	...	...	...	...	...
Total.....	120	...	...	...	...	...	...	...	...	...
Summer School—										
Men.....	...	...	...	...	...	...	29	38	50	50
Women.....	...	...	...	...	...	...	26	32	30	48
Total.....	...	...	...	...	...	...	55	70	80	98
*Horological School—										
Men.....	...	...	...	92	98	113	116	93	134	194
Women.....	...	...	...	1	...	2	2	4	2	4
Total.....	...	...	...	93	98	115	118	97	136	198
Deduct counted twice	4	...	...	...	...	...	4	7	5	9
GRAND TOTALS.....	260	292	347	470	451	479	512	550	613	722

†During the first year Higher Academy and College Students were listed together.

* Records not kept for first three years of decade. The numbers given for 1900-1906 included only new students added each year. The numbers for 1906-1907 include all in attendance during the year.

Number Securing Institute Diplomas

	1897-8		1898-9		1899-0		1900-1		1901-2		1902-3		1903-4		1904-5		1905-6		1906-7		Totals	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Engineering.....	..	..	..	..	..	..	..	..	..	..	2	..	4	..	4	..	2	..	..	..	12	..
Science.....	..	..	..	..	..	..	..	..	..	..	4	..	3	..	4	..	9	..	3	..	31	..
Classics.....	..	..	..	..	..	..	..	..	..	..	3	..	5	..	3	..	2	..	1	..	14	..
Literature.....	..	..	..	..	..	..	..	..	..	..	5	..	3	..	2	..	1	..	2	..	13	..
Mechanic Arts.....	1	1	..	..	..	..	..	..	..	..	9	..	6	..	3	..	12	..	8	..	10	..
TOTALS.....	1	1	2	2	5	11	4	6	10	9	16	26	13	10	23	8	11	19	12	15	68	75

Number Securing Teacher's Certificates

Manual Training.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	4	..	1	1	2	3	5
Domestic Science.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4	..	5	5	..	9	9
TOTALS.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	6	8	..	6	6	2	12	14

Number Securing Higher Academy Certificates

Engineering.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	28
Science.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	57
Classics.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	19
Literature.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	64
Mechanic Arts.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10
TOTALS.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	178

**RETURN
TO →**

CIRCULATION DEPARTMENT
202 Main Library

LOAN PERIOD 1

2

3

HOME USE

4

5

6

ALL BOOKS MAY BE RECALLED AFTER 7 DAYS

1-month loans may be renewed by calling 642-3405

6-month loans may be recharged by bringing books to Circulation Desk

Renewals and recharges may be made 4 days prior to due date

DUE AS STAMPED BELOW

INTERLIBRARY LOAN

APR 15 1978

UNIV. OF CALIF., BERK.

FORM NO. DD 6, 40m 10'77

UNIVERSITY OF CALIFORNIA, BERKELEY
BERKELEY, CA 94720

Bradley

167212

LD7501

P4B7

